EVERY CHILD

PROFICIENT & PREPARED FOR
**SUCCESS**

# Kentucky
# Board of Education

# Strategic Plan
# Progress Report

## Updated May 2008

Kentucky
UNBRIDLED SPIRIT

**About this Report**


The Kentucky Board of Education Strategic Plan Progress Report is published biennially
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*Kentucky Department of Education*

*Updated May 2008*

# KENTUCKY BOARD OF EDUCATION

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January 1, 2008

Dear Fellow Kentuckian:

It is my privilege to introduce the Kentucky Board of Education's Strategic Plan Progress Report for 2008.

In 2001, the Kentucky Board of Education adopted a strategic plan based on the long-term goal of all schools and students reaching a high standard of proficiency by 2014. The board established ambitious goals for high student performance, high-quality teaching and administration and a strong, supportive environment for each school and every child. The board revised the strategic plan in 2006. In September 2007, recognizing the urgency and importance of interventions in low-performing schools, the Kentucky Board of Education added a fourth goal of high-performing schools and districts.

The board's strategic plan is based on a vision for Kentucky's students, a clear sense of the mission of the board, a set of core beliefs about children and schools, rigorous performance measures to track state progress and strategic actions by the board to build public consensus and support to reach these goals.

Key to the plan is that each year the board takes a close look at progress we make toward meeting the goals set forth in the strategic plan. The board establishes its work priorities for the year based on providing support where it is most needed to assure every child will be proficient and prepared for success when they leave the Kentucky public school system.

The information contained in this report shows the measurable progress we have made in all areas since 2001.

The overall picture is that Kentucky's public schools have achieved much in improving teaching and learning. Kentucky schools and students continue to move toward proficiency. And, they are doing so with modest financial support. We must invest adequately in our children, their education and in Kentucky's future.

As we evaluate our progress in the years since passage of the Kentucky Education Reform Act of 1990, we should reflect on all the hard work that each of us must do to continue moving our schools forward to the goal of proficiency by 2014.

Sincerely,

*Joe Brothers*

Joe Brothers, Chair
Kentucky Board of Education

# Kentucky Board of Education

**THE KENTUCKY BOARD OF EDUCATION**

The Kentucky Education Reform Act of 1990 created a new State Board for Elementary and Secondary Education. An executive order from the governor changed the board's name to the Kentucky Board of Education, effective February 1, 1995.

The board has twelve members. The governor appoints eleven voting members, seven representing the Supreme Court districts and four representing the state at large. The legislature must confirm these 11 voting members. The additional member, the president of the Council on Postsecondary Education, serves as a non-voting member.

The board members serve four-year terms and may be reappointed. At the beginning of each fiscal year the membership elects the board chair and vice chair.

Board members are private citizens who have demonstrated character, ability and a strong interest in public education. Members are appointed without regard to political affiliation and have a wide range of professional and business experience.

The Kentucky Board of Education meets at least six times a year at the Frankfort offices of the Kentucky Department of Education or at other locations in the state. The board has four standing committees: management; curriculum, instruction and assessment; and internal audit. Special task forces and work groups are appointed as needed.

Board meetings are open to the public and agendas are set in advance. The board seeks and encourages the attendance of individuals, representatives of professional organizations, and members of citizen groups.

**THE BOARD'S RESPONSIBILITIES**

By law, the board is the state government entity that has the responsibility and the authority to develop and adopt the policies and regulations that govern the public schools. This includes management and control of interscholastic athletics, the Kentucky School for the Blind, the Kentucky School for the Deaf and community education programs and services.

The board appoints the Commissioner of Education, who serves at the pleasure of the board and receives compensation as set by the board. The commissioner is the executive secretary and administrative officer of the board and is the chief executive of the Kentucky Department of Education.

Under the direction of the board, the commissioner is responsible for administering, structuring and organizing the department and its services.

The board is responsible for setting standards for school districts to meet in student, program, service and operational performance and mandates corrective action when any district does not meet those standards or its leaders are not successful in making improvements.

Pursuant to several statutes, the board is responsible for promulgating or amending regulations to establish standards for legislatively created programs.

# Strategic Planning Progress Report
## 2005-2007 Biennium

### Executive Summary

In 2001, the Kentucky Board of Education adopted a strategic plan based on the long-term goal of all schools and students reaching proficiency by 2014. The board established ambitious goals for high student performance, high quality teaching and administration and a strong and supportive environment for each school and every child. In September 2007, the board added a fourth goal of high performing schools and districts.

Kentucky schools and students have made progress on each goal in the most recent biennium and since establishment of the strategic plan in 2001.

More and more schools at each level are meeting or exceeding the goal of proficiency (100 on a 140 point scale), all while the rigor of many of our programs has increased and we have established more stringent graduation requirements.

During the past two years, dropout rates declined to an historic low. We saw an increase in the number of students electing college or other postsecondary education. The number of emergency certified teachers dropped. Record numbers of Kentucky teachers earned national certification. We have modernized the technology our schools. Enrollment in the Kentucky Virtual High School continued to grow.

The Kentucky Department of Education has streamlined its operations, focused its energies on the most effective ways to improve student performance and increased its efforts to support district staff in improving their schools.

**Changes to CATS**
Several changes to the Commonwealth Accountability Testing System (CATS) impact the reporting of results for 2007.

- The Kentucky Core Content Test (KCCT) was based on a revised *Core Content for Assessment 4.1*.
- KCCT used a new test design.
- Assessments in on-demand writing and practical living/vocational studies were moved to new grades.
- Assessments in reading and mathematics were added to accomplish annual testing of those content areas in grades 3-8 as required by No Child Left Behind.
- Legislative requirements were passed that Kentucky public school students participate in the ACT and its companions, PLAN and EXPLORE.

**New Student Performance Standards and Cut Scores**
The assessment changes required that Kentucky examine the student performance standards that define the student performance categories of novice, apprentice, proficient and distinguished (NAPD).

During the summer of 2007, Kentucky teachers participated in standard-setting processes for the Kentucky Core Content Test and the Alternate Assessment program. Existing standards were validated, or standards were set for new assessments.

The standard-setting process yielded new cut scores that identify when a student moves from one performance level category to another. These new cut scores by content area change the distributions of students' scores along the performance categories. The distributions of student performance along the NAPD scale for 2007 will not always match past trends by content (e.g., reading, mathematics, science). Because of these changes, content level results are presented for 2007 only.

**Linking New Test Results with the Old**
Because of the multiple changes to the assessment and accountability program, the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) felt a statistical process to link old CATS (2000-2006) and new CATS (2007) was necessary and appropriate.

Since the Kentucky Board of Education wished to keep accountability index targets in place and that state-level trends in accountability indices are stable over time, NTAPAA proposed the use of a concordance approach that would link the old and new CATS and allows Kentucky to compare two different tests from two different years.

With concordance, the accountability index in 2007 is linked to the original goals schools are expected to meet every two years, which keeps accountability moving forward.
The concordance link is made at the accountability index level only. School baselines are not recalculated, and growth lines are not redrawn.

\*   \*   \*

**Notes:** The performance targets in this document have been established in a variety of ways. Student performance targets are based on steady annual progress toward proficiency by 2014. Other targets are based on the current performance of Kentucky's highest performing schools. Some are based on standards set by state or national groups.

Wherever possible, results are stated in terms of the percentage of schools or students meeting the established performance standard. Also, where data is available, results have been reported separately for elementary, middle and high school.

# The Kentucky Board of Education STRATEGIC PLAN

**KENTUCKY BOARD OF EDUCATION STRATEGIC PLAN**

The Kentucky Board of Education has developed a strategic plan based on the General Assembly's goals for the Commonwealth's schools and the capacities required of students in the public education system identified in KRS 158.645, as amended. The General Assembly also created an accountability system to monitor progress toward achieving these goals, and the Kentucky Board of Education has developed the system to have all schools performing at or above the proficient level.

The board's strategic plan is based on a vision for Kentucky's students, a clear sense of the mission of the board, a set of core beliefs about children and schools, rigorous performance measures to track state progress, and strategic actions by the board to build public consensus and support to reach these goals.

**VISION**

*Every child--Proficient and prepared for success*

To realize the vision, the Kentucky Board of Education is to provide statewide leadership so that all students emerge from Kentucky's world-class education system as productive citizens who:
- ❑ conduct themselves ethically and with integrity;
- ❑ demonstrate mastery of the capacities required of students in the public education
- ❑ system, as set out by the legislature (KRS 158.645);
- ❑ demonstrate key elements of complex communication;
- ❑ think creatively and critically with the ability to problem-solve;
- ❑ develop healthy habits;
- ❑ contribute economically to society through a selected profession; and
- ❑ actively participate in state and local community initiatives.

## MISSION

The mission of the Kentucky Board of Education is to be a statewide leader in focusing the efforts of the Kentucky Department of Education, local schools, districts and partners in public education on meeting the individual needs of each child, creating the urgency to reach proficiency and assuring that students are given the maximum opportunity to learn and perform at high levels through high-quality teaching and administration and a strong, supportive environment.

## CORE VALUES AND BELIEFS

- We believe that character traits, such as honesty, integrity, fairness and respect for one another, are foundational to becoming a productive citizen.

- We believe all children can achieve at high levels, given opportunity and support.

- We believe equity is essential.

- We believe the school, informed by families and community, is the best place to make decisions about what happens in the school.

- We believe high student learning standards must be set to reach high achievement levels.

- We believe results matter and that these must be monitored and reported.

- We believe public education is vital to the economic and general welfare of the individual and the Commonwealth.

**KENTUCKY BOARD OF EDUCATION ACTION PLAN**

The board's strategic plan focuses on its own policy-making role for leading and seeking public consensus and support for the state policies and resources that will enable its goals to be reached. Such a role includes setting overall budget priorities for the department and conducting a board agenda that addresses policy issues proactively.

Specific areas that the board will target in order to implement a comprehensive state policy for meeting the goals and objectives for public schools include:

• Set and implement world-class student learning standards

• Ensure that students assume responsibility and accountability for their own learning and achievement

• Align secondary requirements with higher education and the needs defined by employers

• Hold educators accountable for their students' success

• Provide guidance and support to principals and other administrators to help improve leadership

• Ensure that instructional leaders have adequate training, support and skills to lead

• Monitor and report results

• Provide data systems that run seamlessly from primary to college and the work place

• Reward school and district success

• Challenge, support and turn around low-performing schools and districts

• Engage parents in their children's learning and achievement

• Challenge communities to support education through volunteer work and revenue renewal

• Invite the business community to be a working partner in education

# GOAL 1: High Student Performance

Since the enactment of the Kentucky Education Reform Act of 1990, Kentucky schools have made significant progress toward the goal of proficiency by 2014. As measured by the Commonwealth Accountability Testing System (CATS), all schools have made progress toward proficiency, some schools have made adequate progress to reach the goal by 2014, and several dozen schools already have achieved a score of 100 on a 140-point scale. The percentage of young children served by high-quality preschools is at a record level. The dropout rate is at an all time low. And a record numbers of high school students are taking rigorous courses in preparation for postsecondary education and careers. Areas that need continued attention include raising student performance levels, decreasing achievement gaps among different demographic groups of students and increasing the rigor and relevance of the high school experience.

## Objective 1.1: Every student in school and making progress

**Status:** Action Plan in Progress

The Kentucky Department of Education (KDE) is addressing all objectives through various focused and coordinated initiatives. Special emphasis has been placed on dropout reduction and reducing performance gaps among different demographic groups of students.

## Performance Indicator 1.1.1:  Decrease the percentage of students dropping out of school overall and among demographic groups

### High School Student Dropout Rate
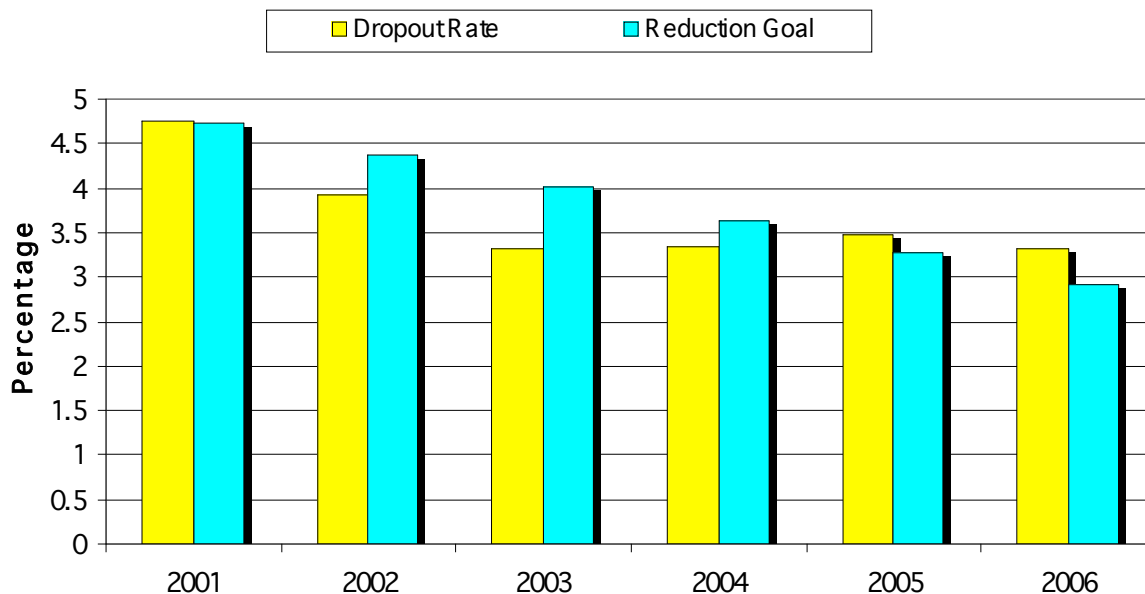


### Dropout Reduction:  Schools

|  | Year | Statewide Percentage Rate Grades 9-12 | Percent of High Schools Meeting Goal of Less Than 5% |
|---|---|---|---|
| Baseline | 1999-2000 | 5.10 | 68 |
| Actual | 2005-2006 | 3.31 | 94 |
| Target | 2005-2006 | 2.9 | |
| Target | 2006-2007 | 2.55 | |

### Dropout Reduction:  Students

|  | Year | Male | Female | White | African-American | Hispanic |
|---|---|---|---|---|---|---|
| Baseline | 1999-2000 | 6.0 | 4.1 | 4.8 | 7.8 | 6.7 |
| Actual | 2005-2006 | 3.9 | 2.7 | 3.0 | 5.4 | 6.1 |
| Target | 2005-2006 | 3.5 | 2.3 | 2.8 | 4.5 | 3.8 |
| Target | 2006-2007 | 3.0 | 2.1 | 2.4 | 3.9 | 3.3 |

*Note:* Dropouts are students who leave a school at any time after initially enrolling and who do not enroll in another public or non-public school.  The dropout rate is calculated using national standards, by dividing the number of dropouts by the total number of students enrolled (fall membership - from 2nd month Growth Factor Report).

*Data Source:*  Nonacademic Data, 1993-2006 (KDE)

## Performance Indicator 1.1.2: Decrease the percentage of students who are retained in grade overall and by subcategories

### Student Retention Rates

|  | Year | All Students | Ninth Graders |
|---|---|---|---|
| Baseline | 1999-2000 | 4.0 | 11.8 |
| Actual | 2005-2006 | 2.9 | 9.6 |
| Target | 2005-2006 | 3.1 | 9.8 |
| Target | 2006-2007 | 2.8 | 9.2 |

*Note*: The retention rate is the percentage of students who are required to repeat a grade or, in high schools, who do not earn enough credits to be considered a member of the next highest class.

*Data Source:* Nonacademic Data, 1993-2006 (KDE)

## Performance Indicator 1.1.3: Increase student attendance rates and decrease habitual truancy

### Student Attendance Rates

|  | Year | Percentage of ADA | Percentage of Schools with at Least 96% | | |
|---|---|---|---|---|---|
|  |  |  | Elementary | Middle | High |
| Baseline | 1999-2000 | 94.2 | 20 | 14 | 5 |
| Actual | 2005-2006 | 94.6 | 25 | 13 | 3 |
| Target | 2005-2006 | 95.2 | 55 | 48 | 45 |
| Target | 2006-2007 | 95.2 |  |  |  |

*Data Source:* Nonacademic Data, 1993-2006 (KDE). The Department for Juvenile Justice addresses habitual truancy on an individual student basis, but data currently are not compiled.

## Performance Indicator 1.1.4: Increase participation in high-quality preschool programs

### Preschool Participation

|          | Year      | Percent Enrolled |
|----------|-----------|------------------|
| Baseline | 2000-2001 | 85               |
| Actual   | 2006-2007 | 84               |
| Actual   | 2007-2008 | 89               |
| Target   | 2007-2008 | 100              |

*Note:* Participation includes children served through the state-funded preschool program and federally funded Head Start. The two programs have comparable operational standards and frequently blend or jointly operate services.

In 2006-2007, the criteria for at-risk 4s changed from 130% to 150% of poverty (free lunch eligibility). However, for consistency, the same formula for calculating the percentage of eligible 4s enrolled last year was used again this year.

Numbers are not available for 150% of free lunch eligibility. If the mid-point number between 130% and 150% free lunch is used to calculate the total number of eligible 4s, the estimate of eligible 4s enrolled is 82 percent.

*Data sources:* Kentucky Performance Report, Kentucky Data Center, Department for Public Health and Head Start enrollment data (Head Start Collaboration Office).

## Performance Indicator 1.1.5: Increase and improve students' preparation and planning for life after public school

### Students Taking Advanced Placement Tests

|        | Year | AP test taker Participation | Number of Tests | Actual AP Passing (3 or above) Rate |
|--------|------|------------------------------|-----------------|-------------------------------------|
| Actual | 2004 | 9,688                        | 15,211          | 6,951                               |
|        | 2005 | 10,387                       | 16,361          | 7,545                               |
|        | 2006 | 11,627                       | 18,670          | 8,966                               |
|        | 2007 | 13,246                       | 20,787          | 9,913                               |
| Target | 2008 | 15,232                       | 23,905          | 11,399                              |

*Note:* Target based on increasing the participation rate and passing rate for all student populations in Advanced Placement and/or rigorous dual credit courses by 15 percent by 2009.

*Data Source:* High School Feedback Report and future WorkKeys assessment

**ACT College Readiness Standards**

| | Year | Percentage of Students Meeting ACT Standards | | | |
|---|---|---|---|---|---|
| | | English | Mathematics | Reading | Science |
| Base | 1999-2000 | 64 | 27 | -- | 21 |
| Actual | 2006-2007 | 67 | 35 | 50 | 24 |
| Target | 2006-2007 | 79 | 49 | 49 | 38 |

*Note:* According to the ACT, for success in college courses, high school students must score 18 or higher in English, 22 or higher in mathematics, 21 or higher in reading and 24 or higher in science. The chart shows the percentage of Kentucky students scoring at or above those levels. The target is the national percentages for 2000 plus 10 percentage points.

*Data Source:* ACT Kentucky Report

**Students With Developmental Needs In English and Mathematics**
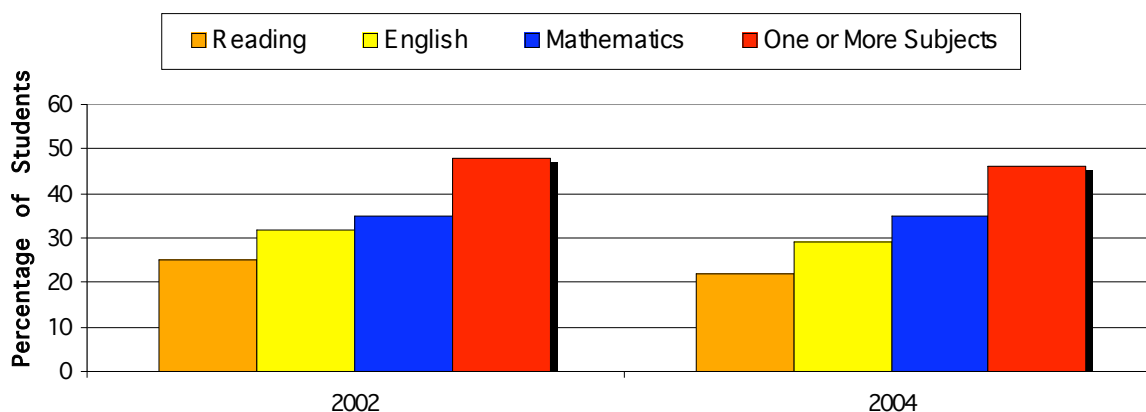


| | Year | Percentage of Students in Mathematics Remediation courses | Percentage of Students in English Remediation Courses |
|---|---|---|---|
| Baseline | 2004 | 44.5% | 27.4% |
| Target | 2009 | 40.5% | 24.66% |

*Note:* Students enter college with developmental needs if they score 17 or lower on an ACT subject exam or the equivalent level on SAT subject or on-campus placement exams. Target based on decreasing the number of students with development needs in English and Mathematics by 10% by 2009.

*Data Source:* Council on Postsecondary Education

**High School Students Participating in Career and Technical Organizations**

|  | Year | Number of students | Percentage of All High School Students |
|---|---|---|---|
| Baseline | 2000-2001 | 39,379 | 23 |
| Actual | 2006-2007 | 47,294 | 23 |
| Target | 2007-2008 | 52,138 | 28 |

*Note:* Total Career and Technical Student Organization membership for 2006-2007 was as follows:

FFA: 15,000          HOSA: 3,715
FCCLA: 6,900         DECA: 2,800
FBLA: 8,861          TSA: 1,900
Skills USA: 5,684
Target is based on a 5% increase annually.

*Data Source:* KDE Division of Career and Technical Education

**Performance Indicator 1.1.6: Increase the number of strategies available for educators to hold students accountable for their own learning and achievement**

**Individual Learning Plan Completion**

| Year | Completed 6th grade ILPs | Percentage of 6th graders completing ILPs | Target | Completed 8th grade ILPs | Percentage of 8th graders completing ILPs | Target |
|---|---|---|---|---|---|---|
| 2006-2007 | 20,035 | 55% | 100% | 14,260 | 39% | 100% |
| 2007-2008* | 35,679 | 73% | 100% | 26,854 | 54% | 100% |

*Note*: *Data current through 4/28/08

Completion of Career Matchmaker Inventory required by all 6th graders and the completion of education plan completion via the ILP required by all 8th graders.

*Data Source:* ILP State Tool

## Objective 1.2: Every student achieving at high levels

**Status:** Action Plan in Progress

KDE is addressing all objectives through work plans developed during 2001, revised in 2003-2004 and further updated in 2007. KDE continues to maintain high performance standards for students, teachers, schools and districts, to measure performance against those standards and provide targeted help to those most in need. Highly Skilled Educators assist the lowest performing schools. Scholastic audits and reviews provide school and district staff with tools and guidance for school improvement. Other KDE staff work with districts to identify needs and provide or arrange for assistance.

**Performance Indicator 1.2.1: Increase school scores on the state's accountability index, including a reduction in novice and apprentice level learners**

**Overall Accountability Index Scores**
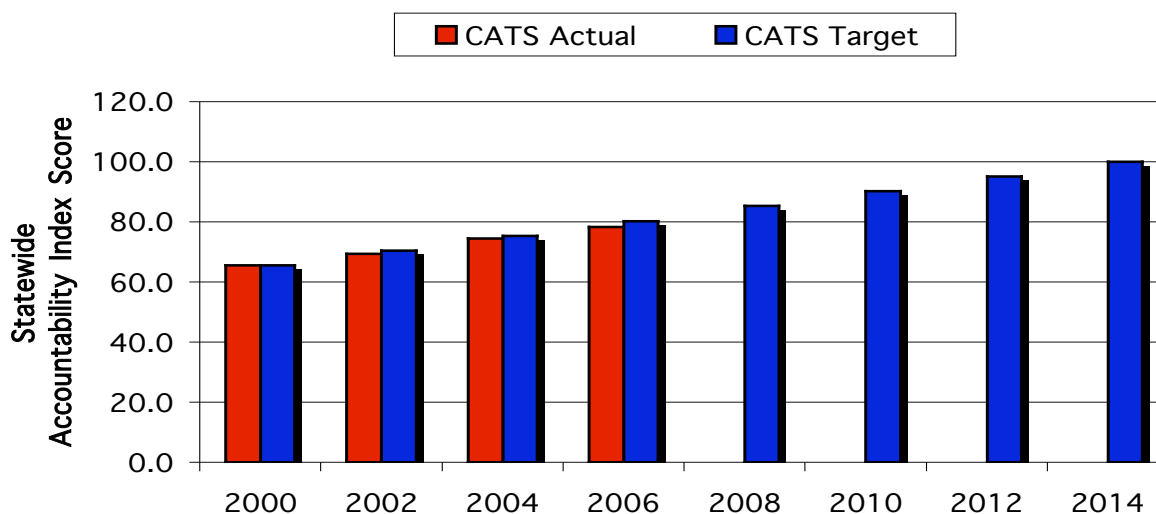


| | Year | Accountability Index | | | |
|---|---|---|---|---|---|
| | | All | Elementary | Middle | High |
| Baseline | 1998-2000 | 65.5 | 67.5 | 64.9 | 64.1 |
| Actual | 2004-2006 | 78.3 | 83.1 | 76.4 | 75.4 |
| Target | 2004-2006 | 80.1 | 81.4 | 79.9 | 79.5 |
| Actual | 2007** | 81.8 | 87.7 | 79.0 | 78.7 |
| Target | 2006-2008 | 85.0 | 86.1 | 85.0 | 84.6 |
| Target | 2014 | 100 | 100 | 100 | 100 |

*Note:* By 2014, all schools are to reach or exceed 100 on the Commonwealth Accountability Testing System (CATS) index. The graph represents an un-weighted average of the elementary, middle and high school indices.

** The Adjusted Accountability Index for 2007 is calculated with concordance tables at each level (elementary, middle and high) to link CATS 1999-2006 to CATS 2007 and beyond. School baselines are not recalculated and growth lines are not redrawn.

*Data Source:* Commonwealth Accountability Testing System Reports (KDE)

## Students Performing at the Novice Level
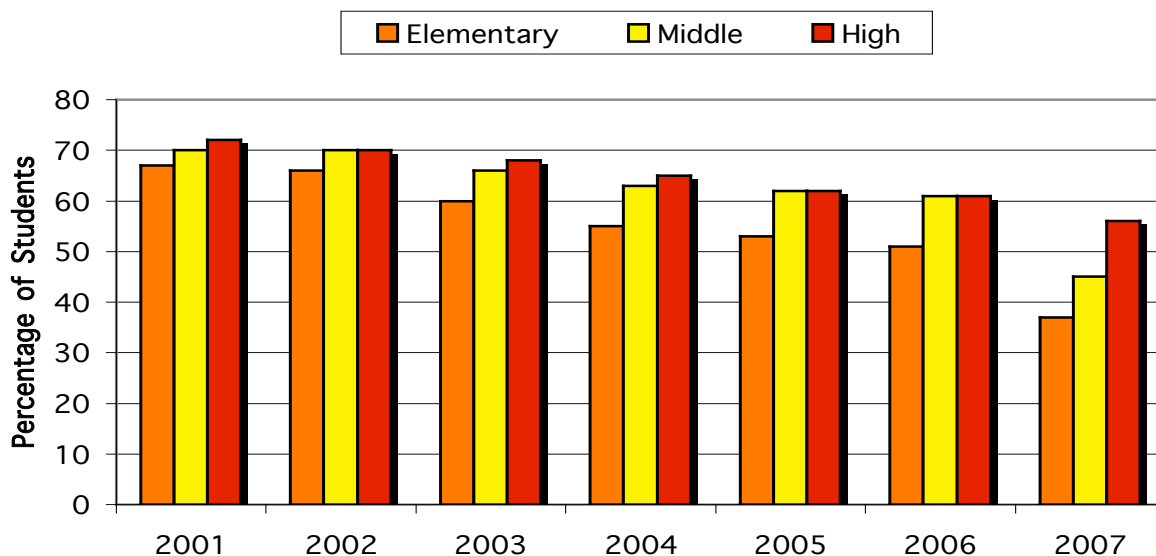


| | Year | Percentage of Students at Novice Level | | |
|---|---|---|---|---|
| | | Elementary | Middle | High |
| Baseline | 1999-2000 | 28 | 31 | 29 |
| Actual | 2004-2006 | 15 | 19 | 20 |
| Target | 2004-2006 | 21 | 23 | 21 |
| Target | 2006-2008 | 18 | 20 | 19 |

*Data Source:* Commonwealth Accountability Testing System Reports (KDE)

### Schools Meeting Novice Reduction Goals

|  | Year | Percentage of Schools Meeting Reduction Goal | | |
|---|---|---|---|---|
|  |  | Elementary | Middle | High |
| Baseline | 2000-2002 | 67 | 55 | 50 |
| Actual | 2004-2006 | 83 | 66 | 48 |
| Target | 2004-2006 | 100 | 100 | 100 |

*Data Source:* Commonwealth Accountability Testing System Reports (KDE)

## Performance Indicator 1.2.2:  Increase state scores and show significant progress on the National Assessment of Educational Progress (NAEP)

### NAEP 4th-Grade Mathematics
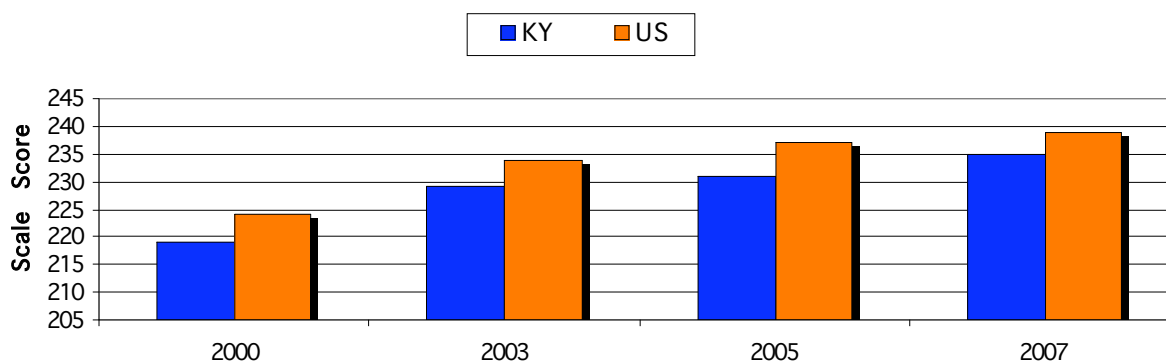


### NAEP 8th-Grade Mathematics
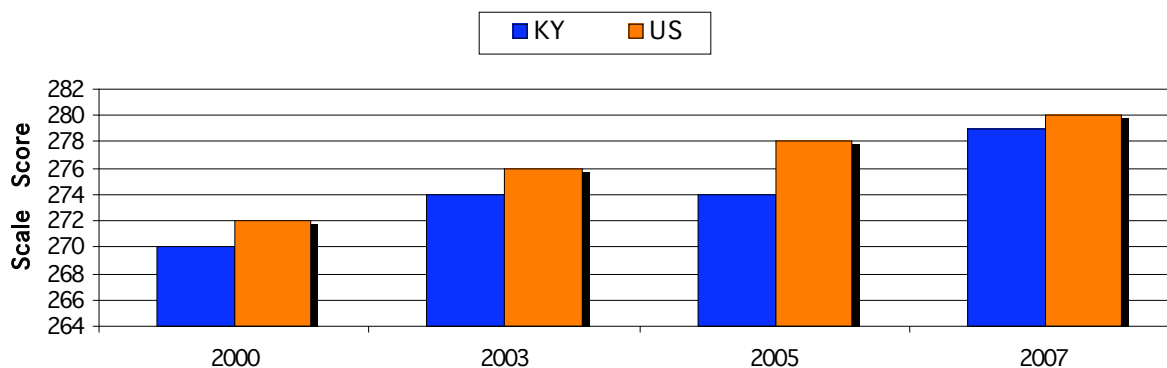
## NAEP 4th-Grade Reading
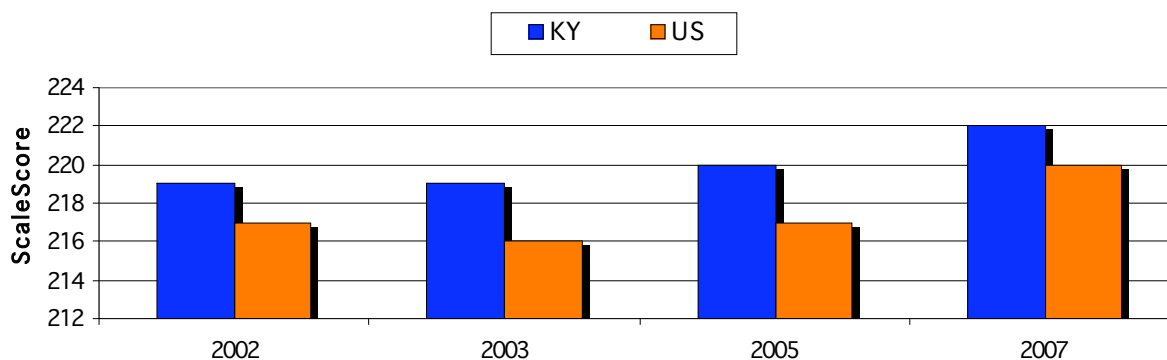


## NAEP 8th-Grade Reading
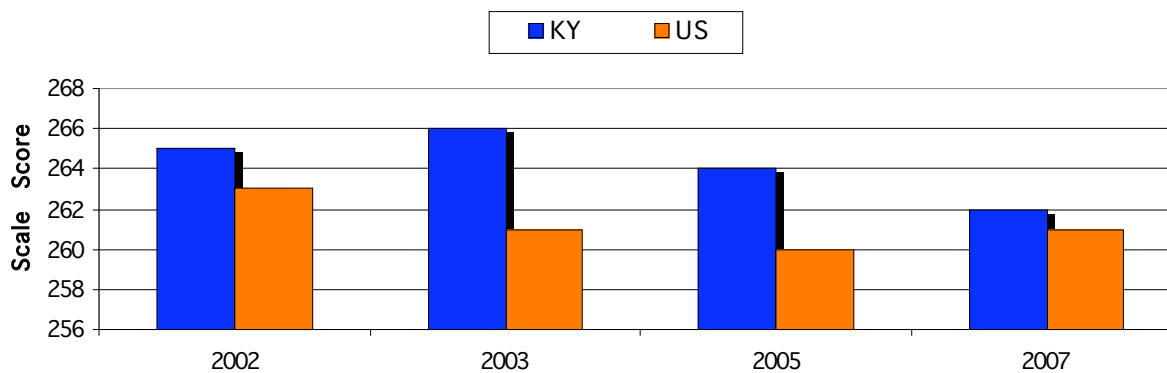


## NAEP 8th-Grade Writing
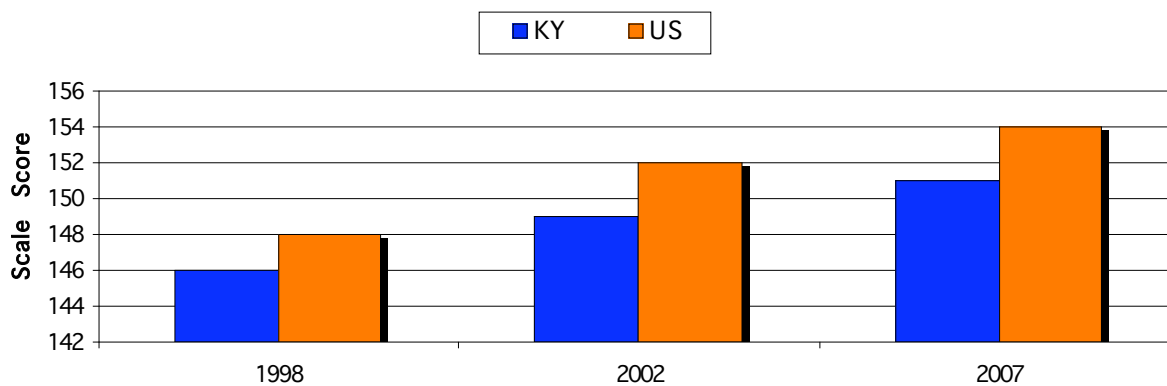
## National Assessment of Educational Progress (NAEP) Scores

| Subject | Grade | Year | State Avg. | [Nat. Avg.]* | Scale Score — Basic | Achievement Level Percent at or Above — Proficient | Advanced |
|---|---|---|---|---|---|---|---|
| **Mathematics** | 4 | 1992[n] | 215 | [219] | 51 | 13 | 1 |
| (scale: 0-500) | | 1996[n] | 220 | [222] | 60 | 16 | 1 |
| | | 2000 | 219 | [224] | 59 | 17 | 1 |
| | | 2003 | 229 | [234] | 72 | 22 | 2 |
| | | 2005 | 231 | [237] | 75 | 26 | 3 |
| | | 2007 | 235 | [239] | 79 | 31 | 3 |
| | 8 | 1990[n] | 257 | [262] | 43 | 10 | 1 |
| | | 1992[n] | 262 | [267] | 51 | 14 | 2 |
| | | 1996[n] | 267 | [271] | 56 | 16 | 1 |
| | | 2000 | 270 | [272] | 60 | 20 | 3 |
| | | 2003 | 274 | [276] | 65 | 24 | 4 |
| | | 2005 | 274 | [278] | 64 | 23 | 3 |
| | | 2007 | 279 | [280] | 69 | 27 | 5 |
| **Reading** | 4 | 1992[n] | 213 | [215] | 58 | 23 | 3 |
| (scale: 0-500) | | 1994[n] | 212 | [212] | 56 | 26 | 6 |
| | | 1998 | 218 | [213] | 62 | 29 | 6 |
| | | 2002 | 219 | [217] | 64 | 30 | 6 |
| | | 2003 | 219 | [216] | 64 | 31 | 7 |
| | | 2005 | 220 | [217] | 65 | 31 | 7 |
| | | 2007 | 222 | [220] | 68 | 33 | 8 |
| | 8 | 1998 | 262 | [261] | 74 | 30 | 2 |
| | | 2002 | 265 | [263] | 78 | 32 | 2 |
| | | 2003 | 266 | [261] | 78 | 34 | 3 |
| | | 2005 | 264 | [260] | 75 | 31 | 3 |
| | | 2007 | 262 | [261] | 73 | 28 | 3 |
| **Science** | 4 | 2000 | 152 | [145] | 69 | 28 | 2 |
| (scale: 0-300) | | 2005 | 158 | [149] | 76 | 36 | 4 |
| | 8 | 1996[n] | 147 | [148] | 58 | 23 | 2 |
| | | 2000 | 150 | [148] | 60 | 28 | 3 |
| | | 2005 | 153 | [147] | 63 | 31 | 3 |
| **Writing** | 4 | 2002 | 154 | [153] | 86 | 27 | 2 |
| (scale: 0-300) | 8 | 1998 | 146 | [148] | 84 | 21 | 1 |
| | | 2002 | 149 | [152] | 85 | 25 | 1 |
| | 8 | 2007 | 151 | [154] | 87 | 26 | 1 |

* Includes public schools only

[n] Accommodations were not permitted for this assessment

## Performance Indicator 1.2.3:  Increase student scores overall on the state assessment (KCCT, ACT, PLAN, EXPLORE) and on NAEP

See also data on Student Performance Levels under Performance Indicators 1.2.1 and NAEP Scores under Performance Indicator 1.2.2.

### ACT Composite Scores
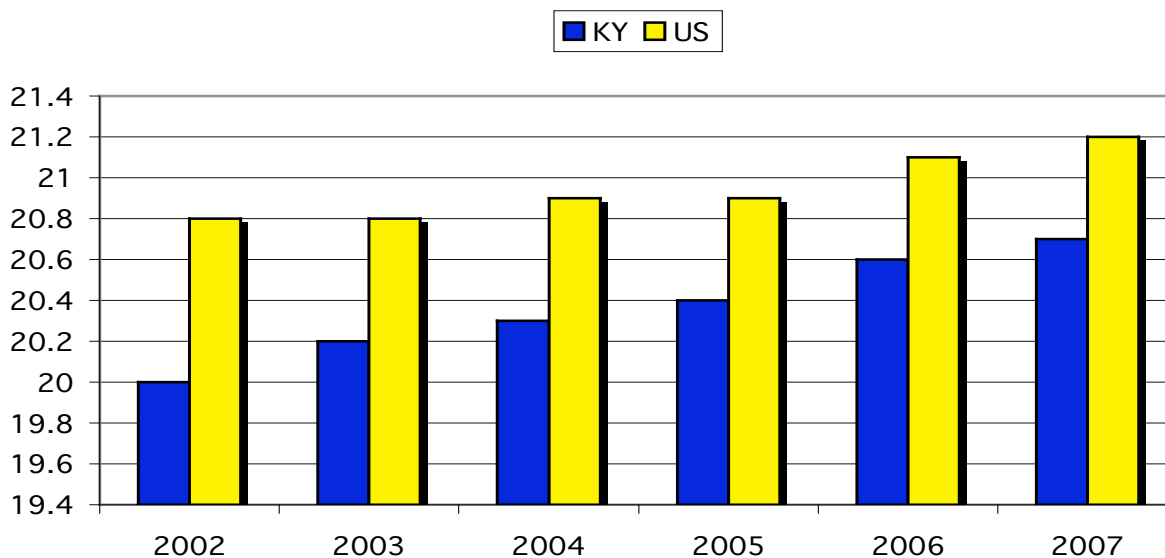


*Note:* 2007 figures are based on 30,929 (77%) of Kentucky public and nonpublic high school students taking the ACT test.  ACT is mandatory for all Kentucky public high school juniors beginning in spring 2008.

*Data Source:*  Kentucky ACT Report

## EXPLORE Scores
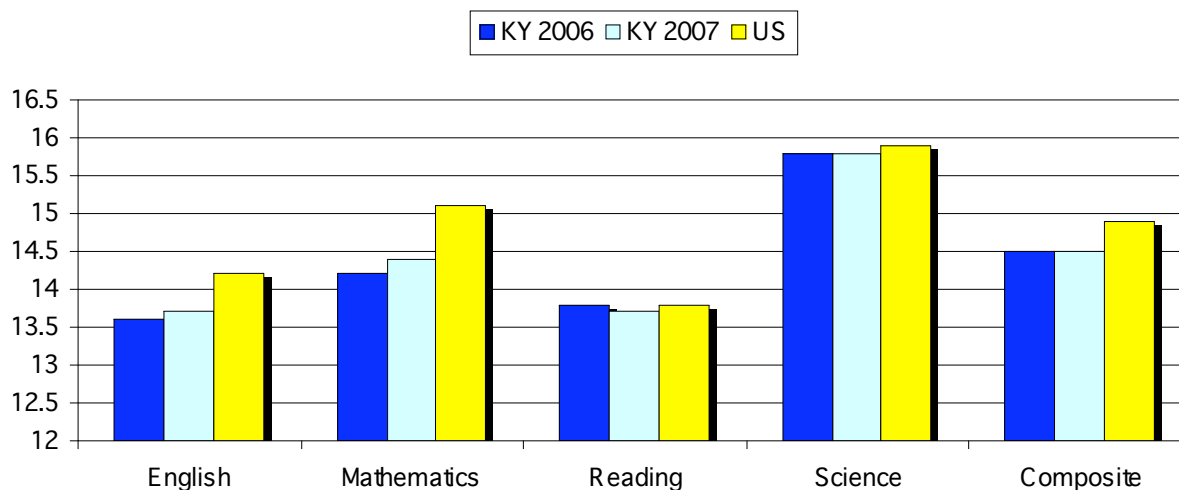


|  | English | Mathematics | Reading | Science | Composite |
|---|---|---|---|---|---|
| KY Fall 2006 | 13.6 | 14.2 | 13.8 | 15.8 | 14.5 |
| KY Fall 2007 | 13.7 | 14.4 | 13.7 | 15.8 | 14.5 |
| Nation* | 14.2 | 15.1 | 13.8 | 15.9 | 14.9 |

*Note:* This high school readiness exam was administered to all Kentucky public school 8th graders for the first time in fall of 2006. The scoring scale for the assessment is from 1 to 25. These scores will be used as the baseline to reflect progress in future years.

*Fall 2005 Scores

National normative data are based on students who took all four academic tests within standard time limits as part of a national study conducted in fall 2005.

*Data Source:* Kentucky EXPLORE Report.

## PLAN Scores
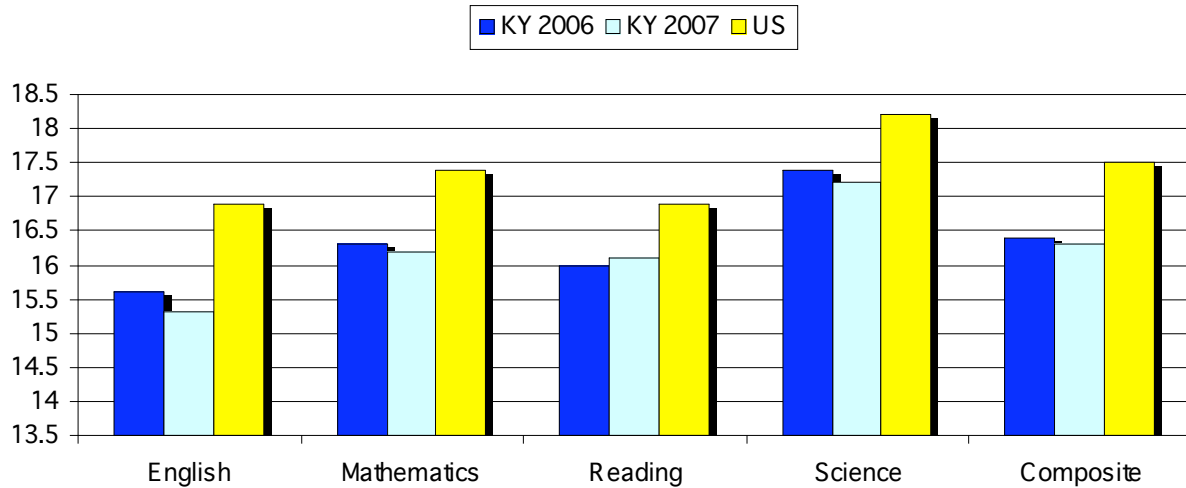


| | English | Mathematics | Reading | Science | Composite |
|---|---|---|---|---|---|
| KY Fall 2006 | 15.6 | 16.3 | 16.0 | 17.4 | 16.4 |
| KY Fall 2007 | 15.3 | 16.2 | 16.1 | 17.2 | 16.3 |
| Nation* | 16.9 | 17.4 | 16.9 | 18.2 | 17.5 |

*Note:* This exam was administered to all Kentucky public school 10th graders for the first time in fall of 2006. The scoring scale for the assessment is from 1 to 32. These scores will be used as the baseline to reflect progress in future years.

*Fall 2005 Scores

National normative data are based on students who took all four academic tests within standard time limits as part of a national study conducted in fall 2005.

*Data Source:* Kentucky PLAN Report.

**Performance Indicator 1.2.4:  Increase student scores in demographic groups (reduction of achievement gap) on the state assessment and on NAEP**

**KCCT 4$^{th}$-Grade Reading:  Percent Proficient and Distinguished**
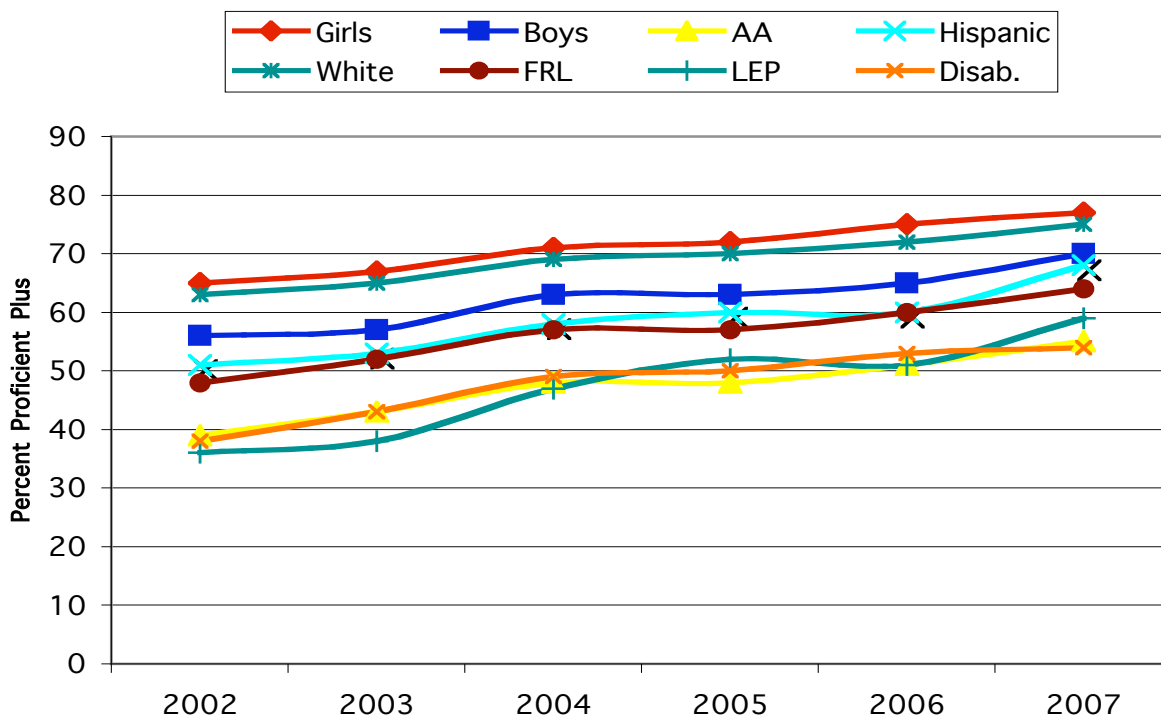
## KCCT 7th-Grade Reading: Percent Proficient and Distinguished
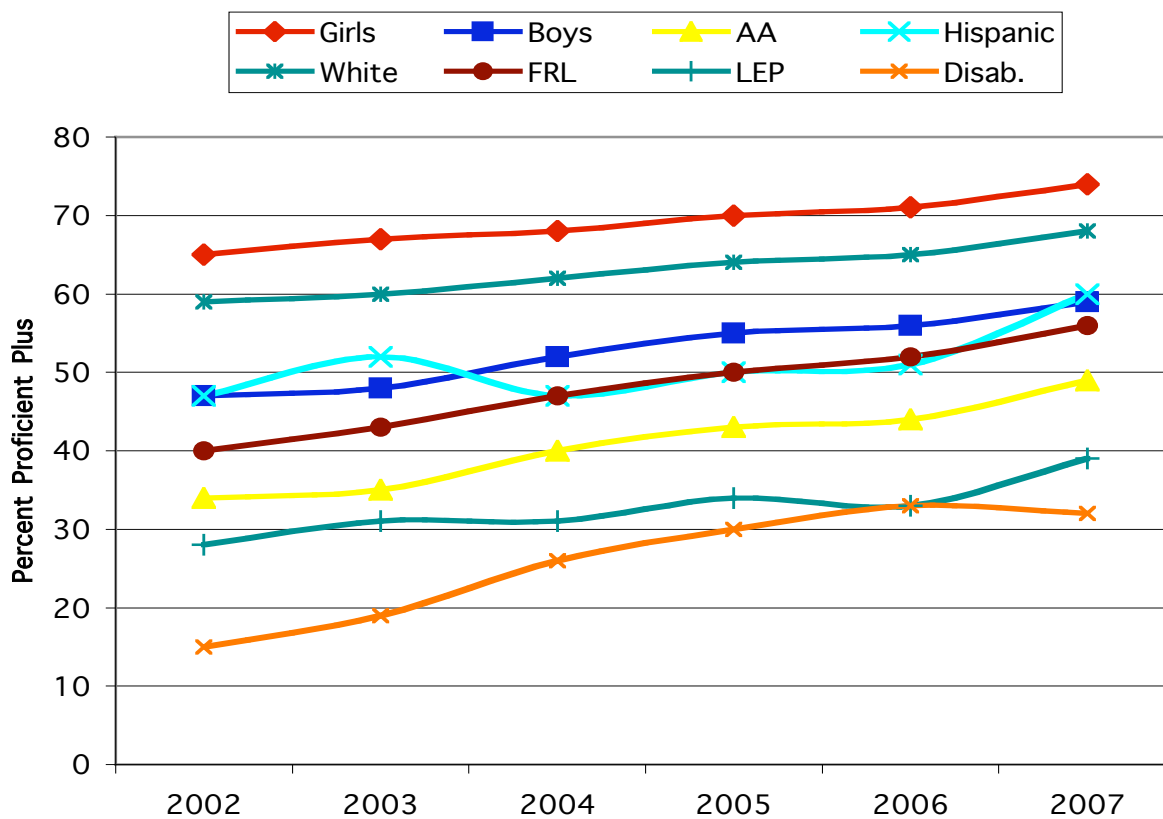
## KCCT 10th-Grade Reading:  Percent Proficient and Distinguished
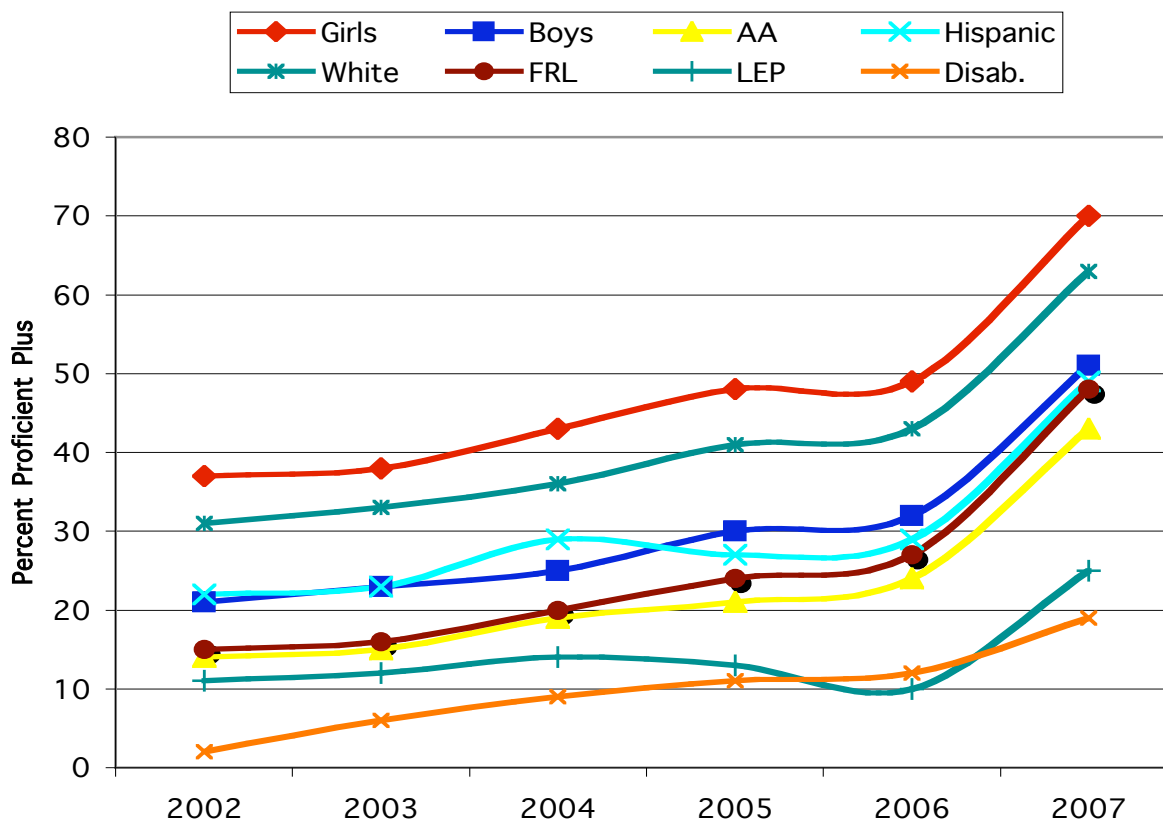
## KCCT 5<sup>th</sup>-Grade Mathematics:  Percent Proficient and Distinguished
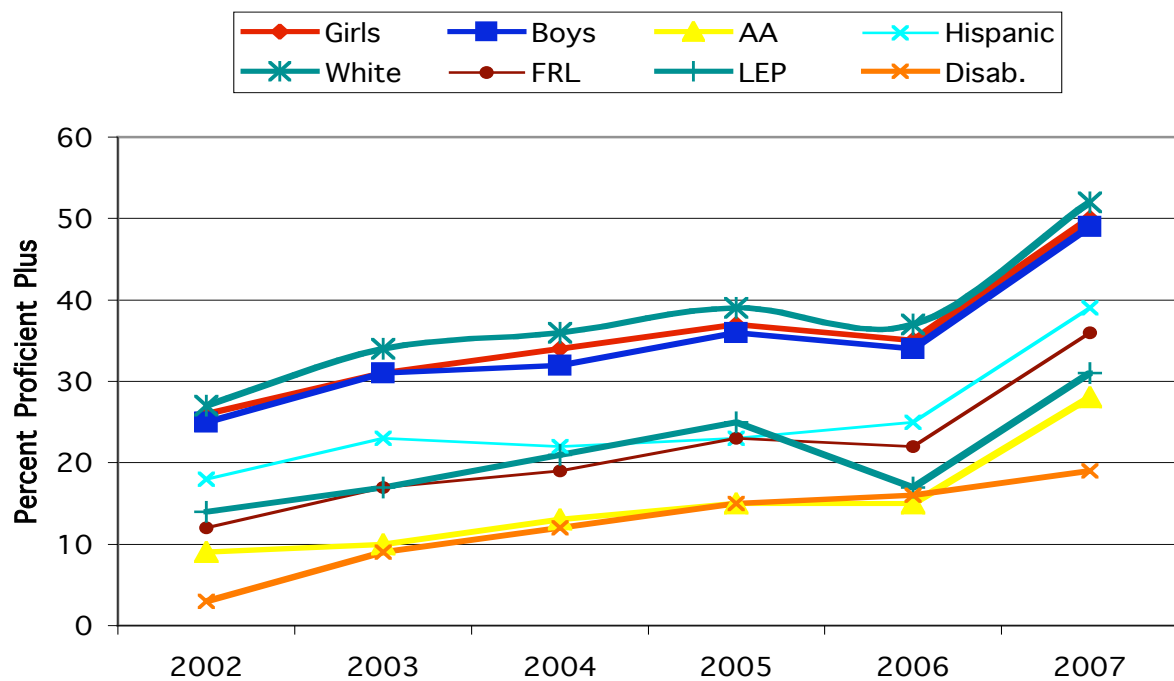
## KCCT 8<sup>th</sup>-Grade Mathematics:  Percent Proficient and Distinguished
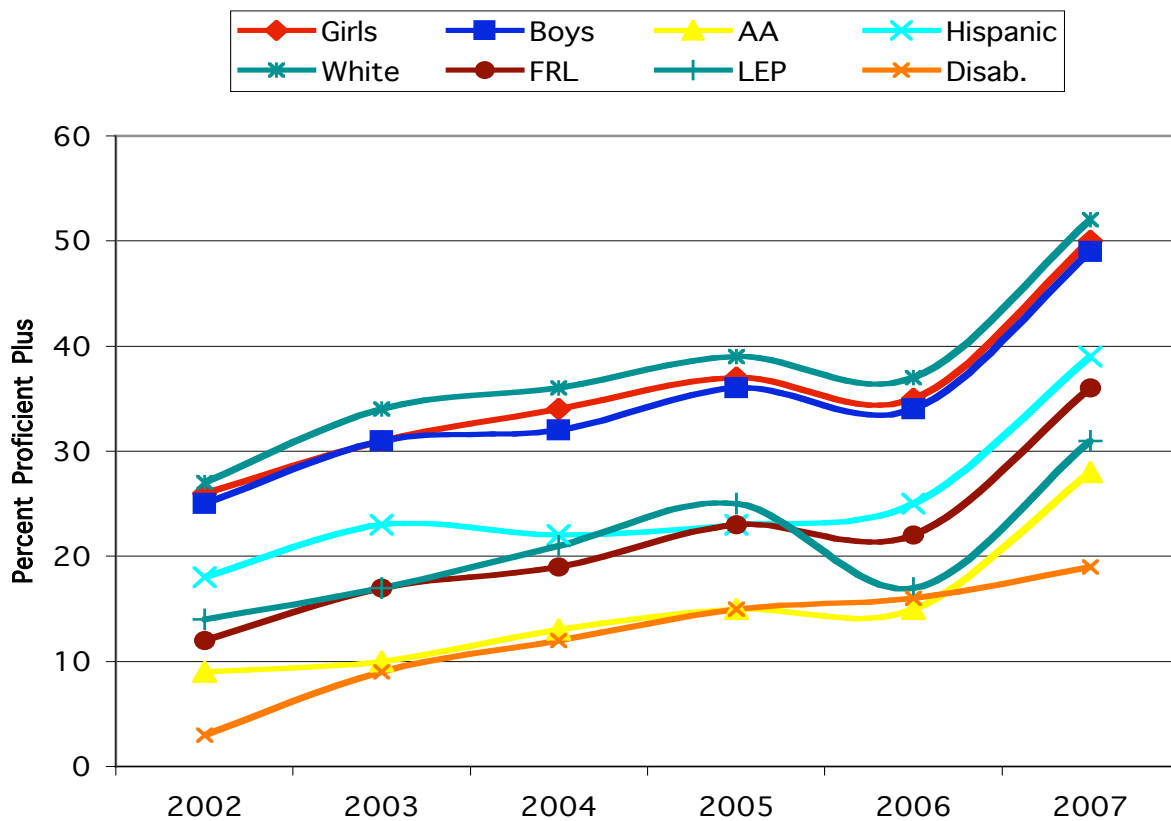
## KCCT 11th-Grade Mathematics:  Percent Proficient and Distinguished
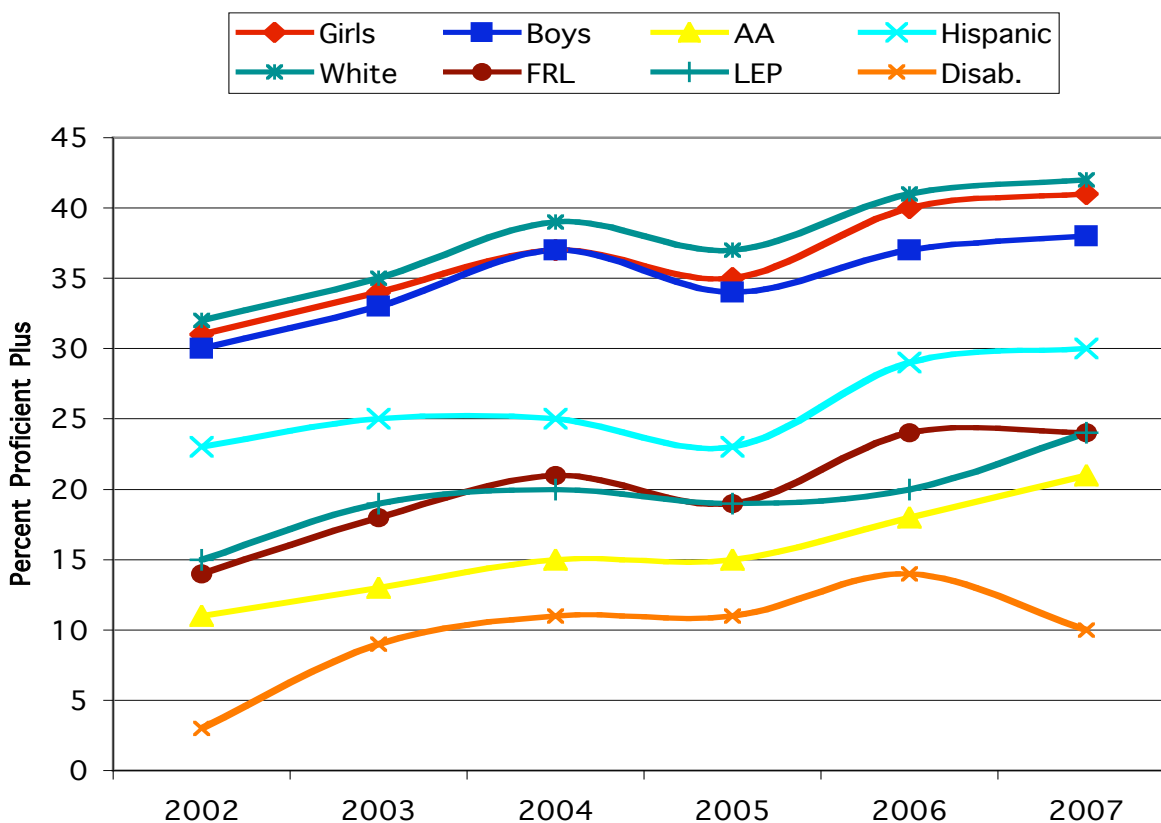


*Note:* For the Kentucky Core Content Test, performance targets have been established for groups of students based on gender, ethnicity, poverty, English language proficiency and disability for each level (elementary, middle and high) and in each of the tested subject areas (reading, writing, math, science, social studies, arts and humanities and practical living/vocational studies).  The target for each group is 100 percent of students performing at proficiency or above by 2014.  The targets have a dual purpose:  improvement by all groups and the elimination of achievement gaps between the differing demographic groups.  The actual performances for 2002-2007* and the demographic group goals for 4th-grade reading and 5th-grade mathematics for 2007-2014 are graphed.  Goals for other levels and subjects are available from KDE.

*Because of the use of adjusted indices for the 2007 content data, caution is encouraged when comparing trends prior to 2007 with current scores.

*Data Source:*  Kentucky Performance Report

### NAEP 4<sup>th</sup>-Grade Mathematics

| Percentage of Students | Overall | Boys | Girls | White | AA | Hispanic | FRL |
|---|---|---|---|---|---|---|---|
| At or Above Basic | 79 | 81 | 78 | 82 | 59 | 62 | 70 |
| At or Above Proficient | 31 | 33 | 29 | 34 | 12 | 15 | 18 |
| Advanced | 3 | 4 | 3 | 4 | # | 1 | 1 |

*Note:* # = rounds to zero

### NAEP 8<sup>th</sup>-Grade Mathematics

| Percentage of Students | Overall | Boys | Girls | White | AA | Hispanic | FRL |
|---|---|---|---|---|---|---|---|
| At or Above Basic | 69 | 70 | 68 | 73 | 42 | / | 57 |
| At or Above Proficient | 27 | 30 | 24 | 29 | 11 | / | 15 |
| Advanced | 5 | 6 | 4 | 6 | 1 | / | 1 |

*Note:* / = reporting standards not met

### NAEP 4<sup>th</sup>-Grade Reading

| Percentage of Students | Overall | Boys | Girls | White | AA | Hispanic | FRL |
|---|---|---|---|---|---|---|---|
| At or Above Basic | 33 | 65 | 72 | 71 | 46 | / | 57 |
| At or Above Proficient | 31 | 30 | 37 | 36 | 14 | / | 21 |
| Advanced | 8 | 7 | 10 | 9 | 2 | / | 3 |

*Note:* / = reporting standards not met

### NAEP 8<sup>th</sup>-Grade Reading

| Percentage of Students | Overall | Boys | Girls | White | AA | Hispanic | FRL |
|---|---|---|---|---|---|---|---|
| At or Above Basic | 73 | 69 | 77 | 76 | 55 | / | 64 |
| At or Above Proficient | 28 | 23 | 32 | 30 | 14 | / | 17 |
| Advanced | 3 | 2 | 4 | 3 | 1 | / | 1 |

*Note:* / = reporting standards not met

*Data Source:* National Assessment of Educational Progress (NAEP) Report-2007

## Objective 1.3:  Every student reading at or above proficient level

Status:  **Action Plan in Progress**

Emphasis has been placed on literacy at all levels.  Each school is expected to develop and implement a comprehensive literacy plan.  Standards for school literacy efforts have been developed, and literacy program funds have been directed to schools with the largest numbers of readers not meeting CATS standards.  The federal Reading First program has been implemented in 73 Kentucky schools, with all showing growth. Read to Achieve, the state-funded literacy program, has provided diagnostic and intervention services in 100 schools.

**Performance Indicator 1.3.1:  Increase reading scores on the state test and on NAEP**

**KCCT Reading**
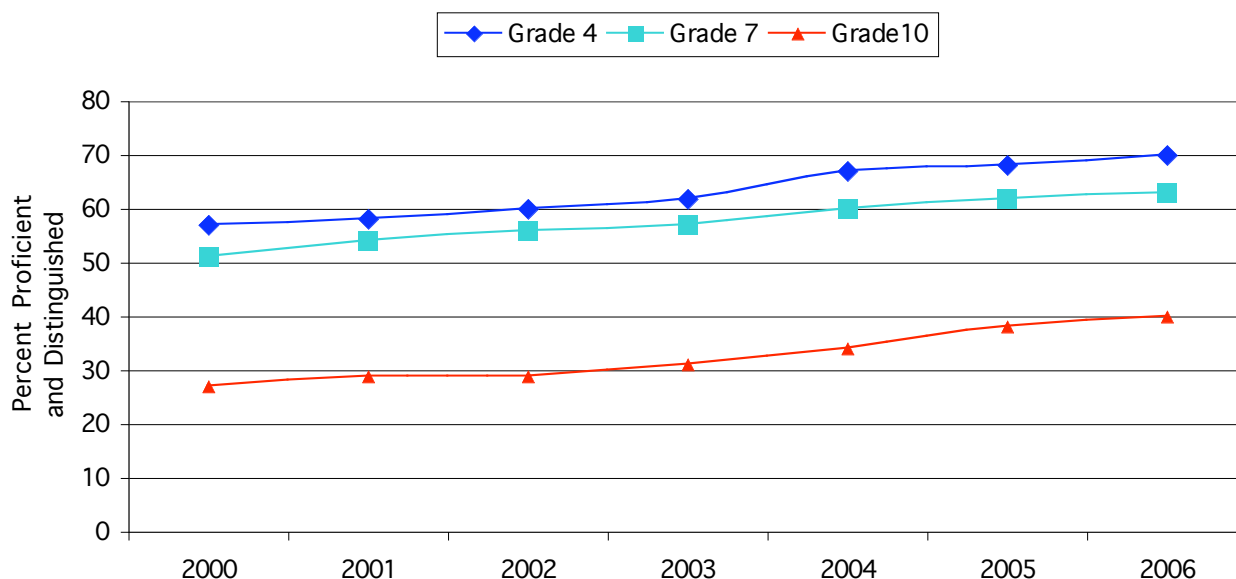


**Students Scoring Proficient or Better in Reading on the KCCT**

|          | Year      | Grade 4 | Grade 7 | Grade 10 |
|----------|-----------|---------|---------|----------|
| Baseline | 1999-2000 | 57      | 51      | 27       |
| Actual   | 2006      | 70      | 63      | 40       |
| Target   | 2014      | 100     | 100     | 100      |

**Students Scoring Proficient or Better in Reading on the KCCT***

|        | Year | Elementary | Middle | High |
|--------|------|------------|--------|------|
| Actual | 2007 | 73         | 66     | 60   |
| Target | 2014 | 100        | 100    | 100  |

*Note:* *Because of the use of adjusted indices for the 2007 content data, caution is encouraged when comparing trends prior to 2007 with current scores.  Starting in 2007, students are tested in reading each year in grades 3-8 and in grade 10.

*Data source:* Commonwealth Accountability Testing System Reports (KDE)

See also graphs for demographic group performance on KCCT Reading under Performance Indicator 1.2.4.

**Reading:  ACT**

| ACT Reading | Year | All Students | Females | Males | African-American | Hispanic |
|-------------|------|--------------|---------|-------|------------------|----------|
| Base   | 1999-2000 | 20.6 | 20.7 | 20.5 | 16.9 | 19.6 |
| Actual | 2006-2007 | 21.2 | 21.4 | 20.7 | 17.2 | 19.6 |
| Target | 2006-2007 | 21.3 | 22.0 | 22.0 | 22.0 | 22.0 |

*Note:* Target is based on 2003 performance in high performing states where more than 50 percent of seniors took the ACT.

**Reading: NAEP**

See NAEP data under Performance Indicator 1.2.2 and 1.2.4.

## Objective 1.4:  Every student performing at or above the proficient level in mathematics

**Performance Indicator 1.4.1:  Increase mathematics scores on the state test and on NAEP**

### Mathematics:  Kentucky Core Content Test (KCCT)



### Students Scoring Proficient or Better in Mathematics on the KCCT

|          |           | Grade 5 | Grade 8 | Grade 11 |
|----------|-----------|---------|---------|----------|
| Baseline | 1999-2000 | 57      | 51      | 27       |
| Actual   | 2006      | 70      | 34      | 38       |
| Target   | 2014      | 100     | 100     | 100      |

### Students Scoring Proficient or Better in Mathematics on the KCCT*

|        | Year | Elementary | Middle | High |
|--------|------|------------|--------|------|
| Actual | 2007 | 62         | 52     | 39   |
| Target | 2014 | 100        | 100    | 100  |

*Note:*  *Because of the use of adjusted indices for the 2007 content data, caution is encouraged when comparing trends prior to 2007 with current scores.  Starting in 2007, students are tested in mathematics each year in grades 3-8 and in grade 11.

*Data source:*  Commonwealth Accountability Testing System Reports (KDE)

See also graphs for demographic group performance on KCCT Mathematics under Performance Indicator 1.2.4.

## Mathematics: ACT

|  | Year | All Students | Females | Males | African-American | Hispanic |
|---|---|---|---|---|---|---|
| Base | 1999-2000 | 20.7 | 20.2 | 21.4 | 17.6 | 20.1 |
| Actual | 2006-2007 | 20.0 | 19.5 | 20.7 | 16.9 | 18.7 |
| Target | 2006-2007 | 21.3 | 22.0 | 22.0 | 22.0 | 22.0 |

*Note:* Target is based on 2003 performance in high performing states where more than 50 percent of seniors took the ACT.
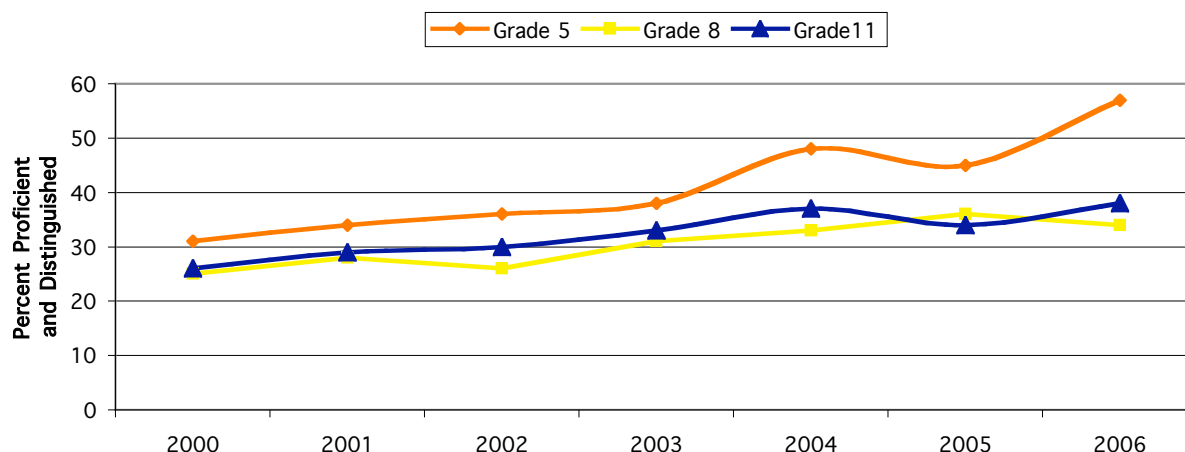
## Mathematics: NAEP

See NAEP data under Performance Indicator 1.2.2 and 1.2.4.

## Objective 1.5: Every KDE employee working to enhance student success

**Status:** Action Plan in Progress

KDE is addressing all objectives through work plans developed during 2001, revised in 2003-2004 and updated in 2007. Particular emphasis has been given to redirecting KDE resources (staff and grant dollars) to address Kentucky Board of Education priorities and needs identified by advisory groups of superintendents, principals, parents and local school board members.

## Performance Indicator 1.5.1: Increase customer satisfaction with agency services

*Note:* Budgetary restraints delayed implementation of quantitative measurement.

## Performance Indicator 1.5.2: Increase frequency of support for client problem solving

*Note:* In 2001, the Kentucky Board of Education clearly defined the mission of the agency as assisting all schools to reach proficiency by 2014. Agency leadership and staff teams are implementing initiatives to focus limited resources on priority areas (dropout reduction, literacy and closing achievement gaps). This effort will continue through 2007-2008.

## Performance Indicator 1.5.3:  Increase internal and external collaborative effort focused on goals

*Note:* In 2001 and 2002, KDE internal teams have focused on key issues, including student success, dropout reduction, achievement gaps, literacy, culturally responsive teaching/differentiated instruction, professional development standards, data collection and student transition.  To increase collaboration with outside partners, the commissioner of education formed external advisory committees of parents, principals, superintendents and school board members.  The advisory groups meet four to six times a year to discuss strategies related to KDE goals and objectives. The internal and external work led to a realignment of the agency.  Refinement of this effort will continue during 2007-2008.

## Performance Indicator 1.5.4:  Discontinue or merge redundant programs, or those not aligned with goals

*Note:*  Discretionary grants for schools are being awarded through a centralized process to ensure that resources are being targeted to help the lowest performing students and that various resources awarded to a school or district are coordinated.  All financial functions associated with grant administration have been shifted to KDE's internal administration office. Through consolidated program technical assistance, a small KDE team will assist the school-district in integrating resources for student achievement, instead of conducting separate, multiple visits from different programs. Independent initiatives in several functional areas, including local leadership development, have been combined and centralized. Five achievement gap coordinators have been established to help schools and districts receive needed services from KDE's Frankfort staff. These activities will continue through 2007-2008.

## Performance Indicator 1.5.5:  Increase efficiency and effectiveness of data collection and analysis by KDE, schools and districts

### Munis and KSIS Implementation Status
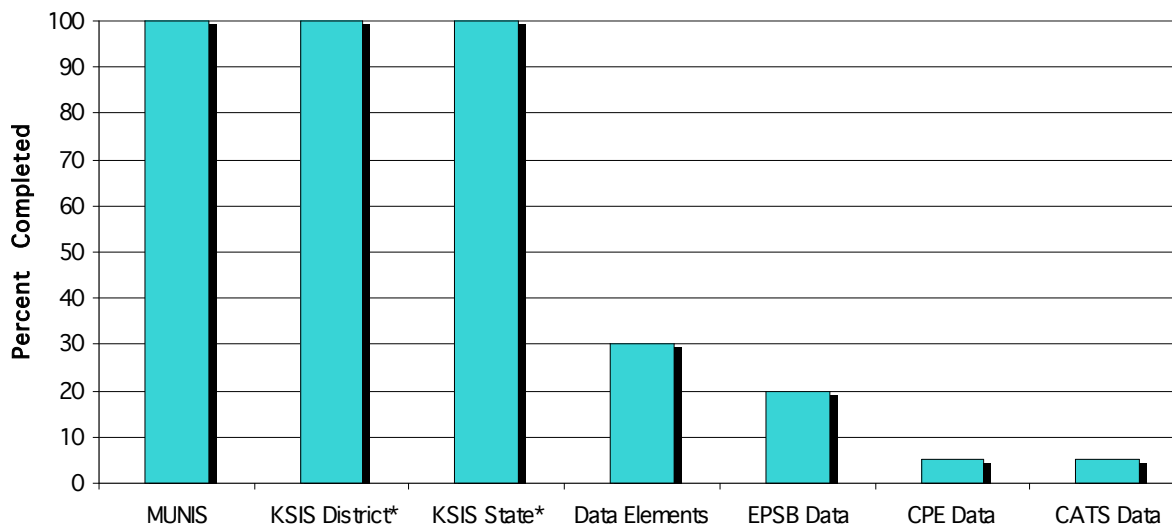


*Notes:*  Kentucky is the first state in the nation to have a standardized school and financial management system in every school and district.  Automated state school data accumulators and unique student identifiers are in place.  An educational enterprise database system has been made available to schools and other customers.  At-home access for parents and students is available for viewing students' attendance, grades, discipline and course progress.

\* Kentucky is in the process of migrating its Student Information System statewide and in all districts from STI to Infinite Campus.   See Performance Indicator 3.3.7 for more information about this Student Information System.

## Objective 1.6:  Every school accountable for student learning

**Status:** Action Plan in Progress

The Kentucky Education Reform Act of 1990 (as amended) and regulations adopted by the Kentucky Board of Education have established a school and district accountability system that sets biennial and long-range school improvement targets as measured by student performance on various measures.

## Performance Indicator 1.6.1:  Increase school scores on the state's accountability index, including a reduction in novice and apprentice level learners

See data under Performance Indicator 1.2.1.

## Performance Indicator 1.6.2: Enhance school reporting to local communities (school report card, district report card, assessment data releases, etc)*

*\*This is a newly added performance indicator for which complete data have not yet been compiled.*

## Objective 1.7: Every graduate ready for postsecondary education and/or work

**Status:** Action Plan in Progress

To improve both college and job readiness for high school graduates, KDE is:
- working with high schools, the Kentucky Virtual High School (KVHS) and other partners to provide opportunities for students in every high school to take Advanced Placement and dual credit classes
- expanding the scope of occupational skill standards certification
- in 2006, establishing a requirement that all graduates demonstrate basic technology competencies

## Performance Indicator 1.7.1: Increase rigor and relevance of secondary programs

*Note:* Additional measures for this Performance Indicator may include end of course assessments and SAT/National Merit Scholars data.

### Students Taking Rigorous College Preparatory Courses

| Students taking rigorous courses | Year | Number | Percentage |
|---|---|---|---|
| Baseline | 2000 | 13,885 | 47 |
| Actual | 2007 | 17,449 | 58 |
| Target | 2007 | All | 100 |

*Data Source*: ACT Kentucky Report

## Students Taking Advanced Placement (AP) Tests

|          | Year | AP Test-taker Participation | Number of Tests Taken | AP Passing Rate (3 or above)* |
|----------|------|-----------------------------|------------------------|--------------------------------|
| Baseline | 2004 | 9,688  | 15,211 | 6,951  |
| Actual   | 2007 | 13,246 | 20,787 | 9,913  |
| Target   | 2008 | 15,232 | 23,905 | 11,399 |

## Students Taking Advanced Placement Tests (by demographic groups)

| Population | Number Taking Exams (2007) | Target (2009) | AP Passing Rate (3 or above)* | Target (2009) |
|------------|-----------------------------|---------------|-------------------------------|---------------|
| African American | 551    | 633    | 166   | 190   |
| American Indian  | 36     | 41     | 12    | 14    |
| Asian            | 555    | 638    | 356   | 409   |
| Hispanic         | 228    | 262    | 129   | 148   |
| White            | 11,395 | 13,104 | 5,661 | 6,510 |
| Other            | 263    | 302    | 151   | 173   |
| No response      | 218    | 250    | 111   | 127   |
| Total            | 13,246 | 15,232 | 6,586 | 7, 574 |

*Note:*  *It is up to each postsecondary institution to determine the level at which it will award college credit, advanced placement or both. At Kentucky public universities, students scoring a 3 or higher earn college credit.  In November 2005, the national Governor's Association awarded grants of $500,000 each to Kentucky and five other states to improve the access to and success in AP courses.  Kentucky has used its award to increase student and teacher preparation for AP and to develop AP expansion.  Kentucky's ongoing performance target is to increase the number of students participating in AP courses and taking the AP exams by 15% each school year.

*Data source:*  College Board Advanced Placement Kentucky Report

## Students Taking Dual Credit Classes

|          | Year | Dual Credit Enrollment |
|----------|------|-------------------------|
| Baseline | 2004 | 13,538 |
| Actual   | 2007 | 17,282 |
| Target   | 2007 | 20,000 |
| Target   | 2008 | 22,000 |

*Note:*  In April 2006 the Kentucky Board of Education created the Interagency Task Force on Dual Credit.  This task force is working to examine the need for comprehensive policy for dual credit and to make recommendations in the broad issue areas of rigor, access, affordability and program evaluation.  The task force presented its report to the KBE in August.

See also data for Students Participating in Career and Technical Student Organizations under Performance Indicator 1.1.5.

## Performance Indicator 1.7.2: Increase the number of students meeting skill standards in career areas

### Students Earning Occupational Skills Credentials

|  | Year | Number of Students |
|---|---|---|
| Baseline | 2000-2001 | 1,077 |
| Actual | 2006-2007 | 5,826 |
| Target | 2007-2008 | 5,066 |

*Note:* In 2006-08, there were 16 implemented assessment areas and two pilot assessment areas based on career clusters and career majors, in conjunction with the Workforce Development Cabinet. The goal was to increase the number of secondary students earning skill certificates by 10 percent each biennium. These numbers decreased due to a number of revisions of assessment areas.

*Data Source:* KDE Division of Career and Technical Education

## Performance Indicator 1.7.3: Increase the number of students meeting graduation requirements

### High School Graduation Rate

|  | Year | Percent of Students Graduating on Time | Percent of Schools Meeting AYP Standard |
|---|---|---|---|
| Baseline | 2000-2001 | 79.7 | NA |
| Actual | 2005-2006 | 83.26 | 66 |
| Target | 2013-2014 | 100 | 100 |

*Note:* Graduation rate definitions conform to the federal NCLB Act. Data for subgroups of students will be maintained.

*Data Source:* Nonacademic Data, 1993-2006 (KDE)

## Performance Indicator 1.7.4: Increase the number of students enrolling in and continuing in postsecondary education after successfully completing one year of initial enrollment

### High School Graduates Entering Postsecondary Education

|  | Year | Percentage of Graduates |
|---|---|---|
| Baseline | 1999-2000 | 57.8 |
| Actual | 2005-2006 | 60.1 |
| Target | 2013-2014 | 80.0 |

*Note:* Included are students attending colleges in Kentucky, out-of-state colleges and vocational/technical schools.

*Data source:* Nonacademic Data 1993-2006 (KDE)

### Retention of First-Time Freshmen
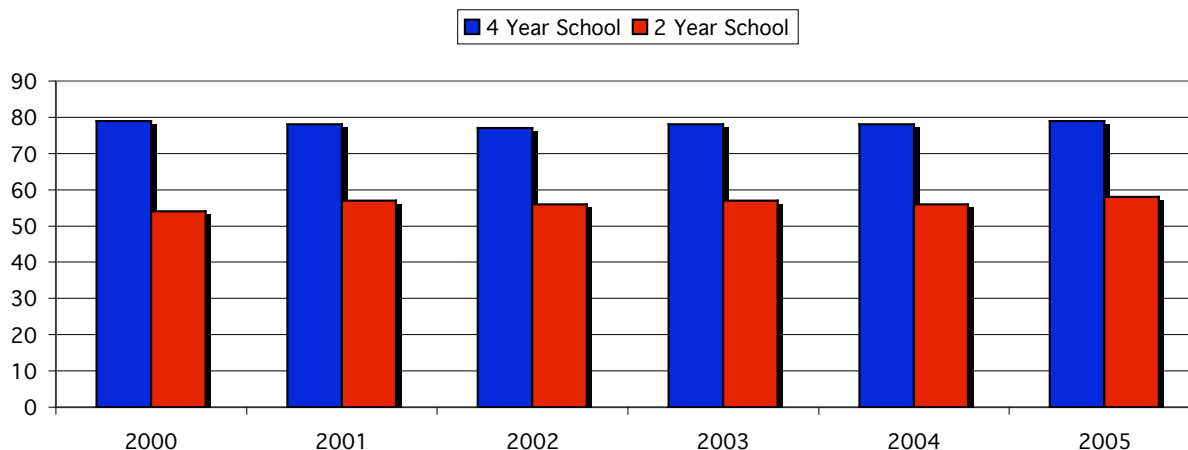


*Note:* Retention is the proportion of first-time postsecondary students who enter a public Kentucky institution in a given fall semester and return to any Kentucky institution the following fall semester.

*Data source:* Council on Postsecondary Education Comprehensive Database

## Performance Indicator 1.7.5: Increase the number of high school students achieving scores for placement in credit bearing courses in postsecondary education

See data for ACT College Readiness Standards as well as data for Students with Developmental Needs in English and Mathematics under Performance Indicator 1.1.5

## Performance Indicator 1.7.6: Increase the correlation of course taking sequences with high school students' postsecondary goals*

*This is a newly added performance indicator for which complete data have not yet been compiled.*

> *Note*: Completion of the Individual Learning Plan should enhance the correlation of courses a student takes with his/her postsecondary goals.

## Other Significant Accomplishments related to the Goal:

During the 2000-2004 school years, KDE targeted the six school districts with the largest African-American student population for special targeted assistance in order to increase the percentage of minority and low socioeconomic-status students who are reaching proficiency in all subjects. (These school districts serve more than 75% of all African American students in the state.) The schools in the project have engaged in extensive data analysis and reviews of their approaches to teaching and learning. These schools have responded by focusing their professional development resources on differentiated learning and other practices designed to boost the achievement of low-performing students.

# GOAL 2: High Quality Teaching and Administration

The objectives include preparing teachers and leaders for high achievement of all students, attracting more teachers in shortage areas (subject matter and geographical) and retaining experienced teachers and administrators, particularly in schools with large proportions of minority or low income students. KDE has worked with partners to establish additional future teacher organizations in high schools and to attract additional students, including minority students, into teacher and administrator preparation programs.   The department also supports the Transition to Teaching Program in which experienced and qualified professionals with a desire to teach in a shortage area can pursue alternative certification while starting their teaching career.

## Objective 2.1:  Every teacher competent, caring and qualified

**Status:**  Action Plan in Progress

The Kentucky Department of Education, in partnership with the Education Professional Standards Board (EPSB), teacher preparation institutions, regional cooperatives and local school districts, is working actively to increase the number of certified teachers, increase on-the-job support for teachers early in their careers and provide effective professional development.

KDE staff was actively involved in the EPSB and university work to redesign the masters' program for teachers in order to provide career advancement opportunities, especially in the area of teacher leadership and strong content knowledge.

## Performance Indicator 2.1.1:  Decrease the numbers of emergency certified teachers

**Active Teachers with Emergency Certificates**
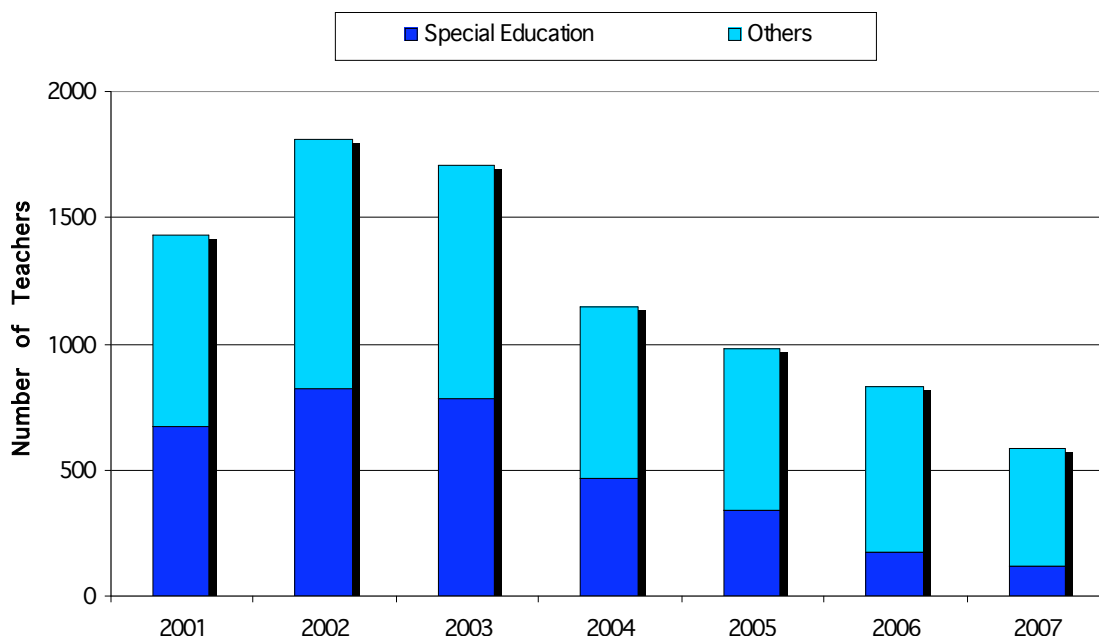


| Emergency Certified Teachers | Year | Number of Teachers | | |
|---|---|---|---|---|
| | | Special Education | All Others | Total |
| Baseline | 2000-2001 | 668 | 764 | 1,432 |
| Actual | 2006-2007 | 172 | 658 | 830 |
| Actual | 2007-2008 | 120 | 463 | 583 |
| Target | 2006-2007 | 0 | 410 (1% of total) | 410 |

*Data source:*  Education Professional Standards Board

## Performance Indicator 2.1.2:  Increase the number/percent of new teachers who continue to full certification (first 5 years)

*Note:* Data analysis system under development by Education Professional Standards Board.

## Performance Indicator 2.1.3:  Increase the overall number of qualified candidates who enroll in a teacher preparation program, especially in critical shortage areas

### Undergraduate Full Time Teacher Preparation Program Enrollment

|          | Year      | Total | White, not Hispanic | Minority | Minority Percentage |
|----------|-----------|-------|---------------------|----------|---------------------|
| Baseline | 2002-2003 | 8,463 | 7,809               | 654      | 7.7                 |
| Actual   | 2004-2005 | 7,308 | 6,674               | 537      | 7.4                 |
| Actual   | 2005-2006 | 5,145 | 4,771               | 325      | 6.4                 |
| Actual   | 2006-2007 | 7,755 | 6,897               | 701      | 9.0                 |

*Data Source*:  Education Professional Standards Board

## Performance Indicator 2.1.4:  Increase the number of minority teachers and administrators

### Diversity Among Teachers

|          | Year      | Percentage of Teachers | | |
|----------|-----------|------------------|----------------|---------------|
|          |           | African-American | Other Minority* | Total Minority |
| Baseline | 2000-2001 | 3.7              | 0.4            | 4.1           |
| Actual   | 2006-2007 | 3.6              | 0.7            | 4.3           |
| Actual   | 2007-2008 | 3.73             | 0.8            | 4.53          |
| Target   | 2013-2014 | 11.0             | 4.0            | 15.0          |

*Note:* Includes Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native and other non-specified minorities.

*Data Source:*  KDE Office of District Support Services

### Diversity Among School Leaders (Principals Only)

|        |           | Total Principals | African American | Percentage African American | Other Minority* | Percentage Other Minority |
|--------|-----------|------------------|------------------|-----------------------------|-----------------|---------------------------|
| Actual | 2007-2008 | 1,249            | 62               | 4.96%                       | 4               | 0.32%                     |

*Note:*\*Includes Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native and other non-specified minorities.

*Data Source:*  KDE Office of District Support Services

## Performance Indicator 2.1.5:  Increase the retention of highly qualified, effective, experienced teachers in the classroom

### Classes Taught by High Qualified Teachers

|  | Year | All Classes Percentage | High Poverty Percentage | Midlevel Poverty Percentage | Low Poverty Percentage |
|---|---|---|---|---|---|
| Baseline | 2003-2004 | 94.6 | 97.7 | 94.1 | 95.3 |
| Actual | 2006-2007 | 98 | 98.2 | 98.5 | 98.4 |
| Actual | 2007-2008 | 98.5 | 98.5 | 98.9 | 98.6 |
| Target | 2007-2008 | 100 | 100 | 100 | 100 |

*Note:*  In response to the federal No Child Left Behind Act, the Kentucky Education Professional Standards Board (EPSB) established standards for determining "highly qualified" status as a teacher.  EPSB applied the standards to Kentucky's working classroom teachers for the first time in 2003-2004.

*Data Source:*  2005-2006 Highly Qualified Teacher Summary (EPSB)

## Performance Indicator 2.1.6:  Increase teacher participation in effective professional development that is of high quality
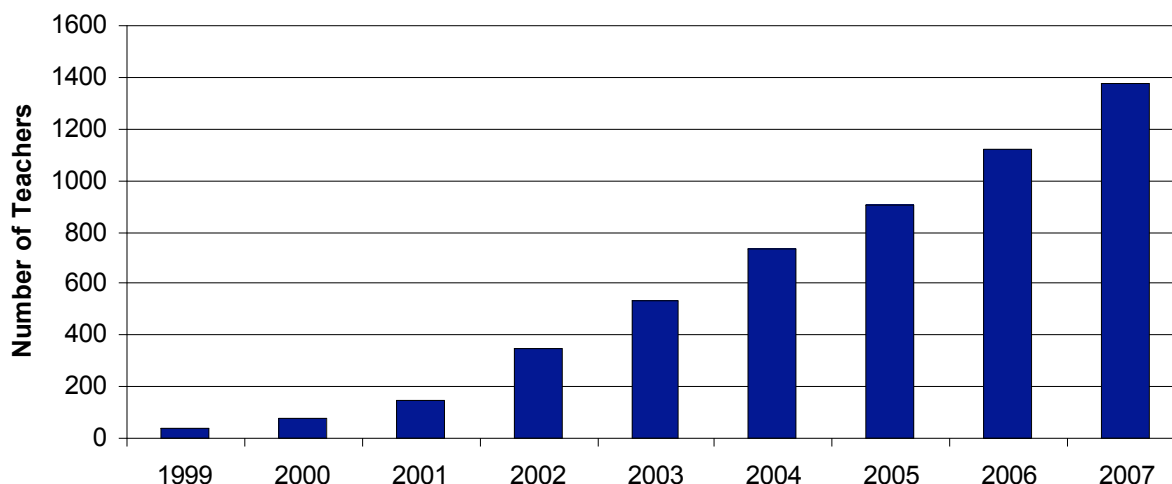
### Teachers Engaged in Content-Focused Professional Development

|  | Year | Percentage |
|---|---|---|
| Baseline | 1999-2000 | 96.3 |
| Actual | 2006-2007 | 98.1 |
| Target | 2006-2007 | 100 |

*Data Source*:  School Report Card files

## Performance Indicator 2.1.7: Increase the number of National Board Certified Teachers

**National Board Certified Teachers in Kentucky**



|  | Year | Number Added | Total Certified |
|---|---|---|---|
| Baseline | 2000 | 39 | 75 |
| Actual | 2006 | 220 | 1,123 |
| Actual | 2007 | 252 | 1,375 |
| Target | 2020 | 100 per year | 1,220 (one per school) |

*Note:* House Bill 25 (2000 General Assembly) established a goal of one nationally certified teacher per school by 2020. In 2006, Kentucky ranked 12th nationally in the number of NBCTs.

*Data Source*: NBCTs by State, National Board for Professional Teaching Standards

## Objective 2.2: Every principal an instructional leader

**Status:** Action Plan in Progress

Since 2001-2002, KDE has provided a network of mentor coaches to support principals in schools below the assistance line (not meeting goals). KDE will continue to assist principals in the lowest performing schools based on CATS results and scholastic audits. The focus is on the leadership standard (Standard 7) in the *Kentucky Standards and Indicators for School Improvement*. Highly Skilled Educators will support the principals in their efforts to meet the standards.

KDE launched the School Administrative Manager (SAM) program in 2006.  Under this program, a SAM is hired by a school to assume many of the basic managerial tasks of the principal, leaving the principal to focus on becoming a more effective instructional leader. KDE provides training for the SAMs and coaching for the principals using national research-based models.  The program has developed four models that are now being implemented in 57 schools across the Commonwealth.  What are we learning from the SAM program is that:

1.  With SAMs, principals dramatically change their practice, resulting in a school-wide culture dedicated to instructional improvement;

2.  Principals with SAMs dramatically increase time they spend on instructional leadership;

3.  The school community – teachers, parents, support staff and students – notice and appreciate the change of focus of the principal and now view the SAM principals as instructional leaders;

4.  Increasing principal time on instructional leadership requires understanding and acceptance by the school community;

5.  Lessons learned from the program are being used by policymakers and providers of education leadership preparation and development programs to better prepare principals and principal aspirants;

6.  There is growing interest by districts and other states to implement SAM models;

7.  Changing practice is hard.  It is not simply a matter of changing the use of time – it requires professional development on how principals work with their schools to develop a common instructional language, identifying teacher strengths and talents, administering protocols for coaching teachers and reflective planning.

Through funding provided by the Wallace Foundation, KDE, working with the Kentucky Leadership Academy (KLA), and the Commonwealth Collaborative of School Leadership Programs (CCSLP) has directed the work of the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development (KyCLS). The KyCLS workgroup consists of university, EPSB, KDE and KLA personnel working to redesign the principal preparation programs across the state.  Two pilot programs are currently in operation and two more are scheduled to begin in the fall of 2008.  These pilots are implementing the recommendations of the Education Leadership Task Force and involve aspiring principal candidates from across the state.  The work of the KyCLS Leadership Continuum Design Team has completed phase one of the continuum from aspiring to retiring.  This work, presented in May 2008 to the Educational Professional Standards Board (EPSB), will be the guide for colleges and universities in developing redesign programs to submit to EPSB for program approval.

KDE also has been an active participant, with selected districts and representatives from the Kentucky General Assembly, in the Harvard Executive Leadership Institute for Educators Project (ExEL).   Four district teams and the KDE team are working collaboratively to develop processes and protocols for districts across the state to use as a resource for identifying high quality instruction in every school every day for every child.


## Performance Indicator 2.2.1:  Increase the number of principals demonstrating mastery in school leadership


### Schools Meeting All State Accountability Goals

|  | Year | Percent Meeting All Accountability Goals | | | |
|---|---|---|---|---|---|
|  |  | All Schools | Elementary | Middle | High |
| Baseline | 2000-2002 | 47 | 56 | 36 | 26 |
| Actual | 2004-2006 | 49 | 65 | 35 | 23 |
| Target | 2006-2008 | 100 | 100 | 100 | 100 |

*Data Source:*  CATS Accountability Reports


## Performance Indicator 2.2.2:  Increase instructional leadership capacity through participation in formalized teacher/leader instructional teams

### Membership in the Kentucky Instructional Leadership Team Network (ILTN)

|  | Year | Number of Districts | Number of Schools | Number of Teacher Leaders | Number of Principals and Assistant Principals |
|---|---|---|---|---|---|
| Baseline | 2000-2002 | 5 | 24 | 200 | 40 |
| Actual | 2004-2006 | 14 | 60 | 420 | 44 |
| Target | 2006-2008 | 50 | 600 | 5,000 | 630 |

**Performance Indicator 2.2.3:  Increase the instructional leadership capacity to focus on classroom instruction and the relationship of teachers and students in the presence of content**

**Kentucky ILTN Members Participating in Professional Development of the Core Business**

|  | Year | Number of Districts | Number of Schools | Number of Teacher Leaders | Number of Principals and Assistant Principals |
|---|---|---|---|---|---|
| Baseline | 2000-2002 | 10 | 14 | 60 | 16 |
| Actual | 2004-2006 | 14 | 28 | 230 | 42 |
| Target | 2006-2008 | 36 | 300 | 3,000 | 350 |

**Performance Indicator 2.2.4:  Increase the focus of instructional leadership on the five organizational elements critical to the implementation of key action plans: stakeholders, culture, structure, systems and capacity**

**Kentucky ILTN Members Participating in Professional Development focused on the five organizational elements critical to the implementation of key action plans**

|  | Year | Number of Districts | Number of Schools | Number of Teacher Leaders | Number of Principals and Assistant Principals |
|---|---|---|---|---|---|
| Baseline | 2000-2002 | 5 | 35 | 250 | 40 |
| Actual | 2004-2006 | 10 | 55 | 400 | 65 |
| Target | 2006-2008 | 40 | 400 | 3,000 | 440 |

**Performance Indicator 2.2.5:  Collaborate with the Council on Postsecondary Education (CPE) and the Education Professional Standards Board (EPSB) to redesign the principal preparation and certification program**

**Principal Preparation Program Redesign**

|  | Year | Number of Stakeholders Involved in the Redesign (Collaboration among KDE, CPE and EPSB) | | | |
|---|---|---|---|---|---|
|  |  | P-12 Districts | Universities/ Colleges | District/ University Partnerships | Business, Education Partner Groups |
| Baseline | 2000-2002 | 1 | 11 | 0 | 5 |
| Actual | 2004-2006 | 5 | 11 | 3 | 8 |
| Target | 2006-2008 | 20 | 13 | 20 | 36 |

## Objective 2.3:  Every school an equitable place to work and learn

**Status:** Action Plan in Progress

Based on a review of 2000-2002 results from scholastic audits and feedback from the field, KDE has redirected its efforts toward providing intensive services that support an equitable, supportive learning environment for teaching and learning, according to Standards 4-5: School Climate indicators in the *Kentucky Standards and Indicators for School Improvement*.  Initiatives in this area include the Minority Student Achievement project; work with the Commissioner's Equity Council and General Assembly on closing achievement gaps (Senate Bill 168) and minority recruitment and retention. Districts falling into Tier 3 status under the federal No Child Left Behind Act (NCLB) have received intense interventions through the creation of Voluntary Partnership Assistance Teams (VPAT) or State Assistance Teams (SAT), as well as the assignment of a District Achievement Gap Coordinator to assist the district in identifying and addressing needs.

### Performance Indicator 2.3.1:  Improve student achievement overall and in student demographic groups in all schools

See data for Performance Indicators 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1 and 1.4.1.

### Performance Indicator 2.3.2:  Increase the percentage of students, parents and staff who perceive the school as equitable

*Note:*  Equity for students includes fairness in access to high-quality curriculum, high-quality teachers and instruction, and instructional resources. Equity for teachers includes fairness in employment practices, accessing instructional resources, Individual Learning Plan support, time and schedule decisions and policy structure.  Measurement of perceptions requires a survey, funds for which were not available during the most recent biennium.  The Educational Professional Standards Board conducts annual surveys of new teachers.  There has been discussion between the state teachers association, EPSB and KDE about conducting the nationally recognized teacher working conditions survey, which is likely to occur in 2008 if the necessary funding resources are available.

KDE staff members have begun working to implement suggestions made by the Commissioner's Parents Advisory Council in its final report, "The Missing Piece of the Puzzle," which was released in June 2007.

## Performance Indicator 2.3.3: Increase access to the rigorous curriculum for all students, including high-level courses (e.g., Advanced Placement, International Baccalaureate*, dual credit)

See also Advanced Placement data under Performance Indicator 1.7.1.

### Participation in Kentucky Virtual High School:  Districts

| Districts Participating | Year | Number | Percentage |
|---|---|---|---|
| Baseline | 2000-2001 | 55 | 31 |
| Actual | 2007-2008 | 113 | 64 |
| Target | 20082009 | 120 | 68 |

*Notes:* *International Baccalaureate course participation has not been tracked to date, but will be through the Individual Learning Plan and Uniform Course Codes.

*Data Source:* Kentucky Division of Secondary and Virtual Learning

### Participation in Kentucky Virtual High School:  Students

| Students Participating | Year | Total Enrollment / (with blended participation) | AP Course Enrollment | Foreign Language Enrollment |
|---|---|---|---|---|
| Baseline | 2001-2002 | 1,037 | 415 | 155 |
| Actual | 2007-2008 | 1,839 / 2,539 | 561 | 259 |
| Target | 2008-2008 | 2,000 / 2,800 | 700 | 300 |

*Notes:* All of Kentucky's public high schools have the technology and network access to make it possible for them to offer online courses through KVHS.

KDE is increasing access to Advanced Placement courses by eliminating barriers that prevent all students from having access to this type of curriculum and opportunity. Examples of expanded opportunity include the Kentucky Virtual High School, the Mary Jo Young Scholarship (partnership with Kentucky Higher Education Assistance Authority), federal AP Fee Waiver grant, partnership with the National Math and Science Initiative (NMSI) and continued support to schools and districts.

*Data Source:* Kentucky Division of Secondary and Virtual Learning

## Performance Indicator 2.3.4:  Assure full implementation of the Individual Learning Plan

### Individual Learning Plan Completion

|  | Year | 6th grade | 7th grade | 8th grade | 9th grade | 10th grade | 11th grade | 12th grade |
|---|---|---|---|---|---|---|---|---|
| Actual | 2006-2007 | 56% | 32% | 39% | 13% | 8% | 6% | 7% |
| Target | 2006-2007 | 100% |  |  |  |  |  |  |
| Actual | 2007-2008* | 48% | 50% | 42% | 36% | 29% | 23% | 40% |
| Target | 2007-2008 | 100% | 100% |  |  |  |  |  |
|  | 2008-2009 | 100% | 100% | 100% |  |  |  |  |
|  | 2009-2010 | 100% | 100% | 100% | 100% |  |  |  |
|  | 2010-2011 | 100% | 100% | 100% | 100% | 100% |  |  |
|  | 2011-2012 | 100% | 100% | 100% | 100% | 100% | 100% |  |
|  | 2012-2013 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

*Note:*  *Data current through 4/28/08

*Data Source:*  ILP State Tool -- Useage and Completion Reports

## Performance Indicator 2.3.5:  Guarantee each student is provided appropriate learning supports based on diagnostic and formal assessments*

*No data measure exists at this time.  This is a newly established performance indicator for which performance targets have not been established.*

## Objective 2.4:  Every local district supportive of teachers and students

**Status:** Action Plan in Progress

KDE has several initiatives in place to help leadership at the district and school levels focus more effectively on improving student achievement. The *Kentucky Standards and Indicators for School Improvement* includes standards for districts in supporting schools.  Districts use this for developing comprehensive district improvement plans.  A district scholastic audit process has been used effectively in the lowest performing districts to identify needs and guide the planning process.  Increased attention continues to be given to the role of districts in school improvement, and additional assistance has been provided to district leadership through the Instructional Support Network, District Achievement Gap Coordinators, Voluntary Partnership Assistance Teams, State Assistance Teams and Network Assistance Teams.

### Performance Indicator 2.4.1:  Increase the number of superintendents demonstrating mastery in district leadership

#### Districts with All Schools Meeting Performance Goals

|          | Year      | Percentage of Districts | |
|----------|-----------|------------------------|----------------------------------------|
|          |           | All Schools Meet Goals | 80-99 Percent of Schools Meet All Goals |
| Baseline | 2000-2002 | 7                      | 8                                      |
| Actual   | 2004-2006 | 11                     | 34                                     |
| Target   | 2006-2008 | 100                    | 100                                    |

*Data Source:*  Commonwealth Accountability Testing System Reports

### Performance Indicator 2.4.2:  Increase the capacity of local board and central offices to emphasize high student achievement

*Note:*  During 2002-2004, local school boards implemented Senate Bill 168 (2002 GA).  This legislation required school boards to analyze the performance of various student demographic groups, develop plans for eliminating differentials, conduct a public hearing and monitor results annually.  This effort is ongoing. The establishment of the Instructional Support Network has built district capacity to provide research-based instructional support to increase student achievement among all populations. The Voluntary Partnership Assistance Teams also have assisted districts in building capacity.

## Performance Objective 2.4.3: Increase the numbers of schools offering access to a relevant, rigorous curriculum

See data for Performance Indicators 1.7.1 and 2.3.3.

## Other Significant Accomplishments Related to the Goal:

All current comprehensive district improvement plans and categorical program budgets for state and federal program funds are posted on the KDE Web site for public access and review.  The majority of schools have also posted their current comprehensive school improvement plans on their Web sites. These plans have become more focused and are, in many cases, directly linked to the needs of the districts and schools as identified by the scholastic audit process.

## GOAL 3: Strong and Supportive Environment for Each School and Every Child

KDE administers a variety of programs that provide resources to schools to remove barriers to learning and assist children and families. These include school health programs, breakfast and lunch programs, safe and drug-free schools, family literacy, community education, and family resource/youth services centers (administered through the Cabinet for Families and Children). Each of these programs has specific initiatives aligned with KDE objectives. In addition, KDE distributes state and federal funds to schools and sets standards for school buildings and school buses.

## Objective 3.1: Every child and teacher in a safe, healthy and caring environment

**Status:** Action Plan in Progress

Working with local districts and other partners, KDE provides a variety of resources for improving attendance, increasing student and teacher safety, ensuring compliance with student health standards, increasing participation for eligible students in breakfast and lunch programs, and providing safe buildings.

## Performance Indicator 3.1.1:  Decrease the number and types of violent incidents

### Student Violations of Criminal Statutes and Board Policies

|  | Year | Types of Violations | | | | | |
|---|---|---|---|---|---|---|---|
|  |  | Part I Crimes | Rate per 1,000 | Part II Crimes | Rate per 1,000 | Board Policy Violations | Rate per 1,000 |
| Baseline | 1999-2000 | 942 | 1.5 | 6,887 | 10.9 | 85,367 | 136 |
| Actual | 2005-2006 | 225 | 0.9 | 4,704 | 10.5 | 80,481 | 127 |
| Actual | 2006-2007 | 262 | 0.2 | 5,200 | 6.8 | 77,846 | 122 |

*Notes:*  Part I crimes are aggravated assault, arson, burglary, homicide, rape, theft and robbery. Part II crimes include simple assault, drug and alcohol violations, petty theft, curfew violations, possessing firearms, gambling, etc.

Local board policy violations are not violations of law; however, local board policies are designed to ensure an orderly learning environment.

Kentucky has no persistently dangerous schools based on criteria developed in compliance with the federal No Child Left Behind Act.

Our target goals are simply to reduce the number of incidents occurring each year.

*Data Source*:  Center for School Safety Annual Reports

### Drug Violations and Drug Free Schools

|  | Year | Drug Violations | Per 1,000 students | Percentage of Schools with No Drug Incidents | | |
|---|---|---|---|---|---|---|
|  |  |  |  | Elementary | Middle | High |
| Baseline | 1999-2000 | 2,036 | 3.2 | 96 | 51 | 18 |
| Actual | 2005-2006 | 2,301 | 3.6 | 98 | 72 | 52 |
| Actual | 2006-2007 | 2,156 | 3.4 | 99 | 59 | 81 |
| Target | 2013-2014 | 0 | 0 | 100 | 100 | 100 |

*Data Source:*  Kentucky Center for School Safety reports and School Report Card files

## Performance Indicator 3.1.2:  Decrease the number of schools needing major upgrading

**Schools Most in Need of Repair, Renovation or Replacement**
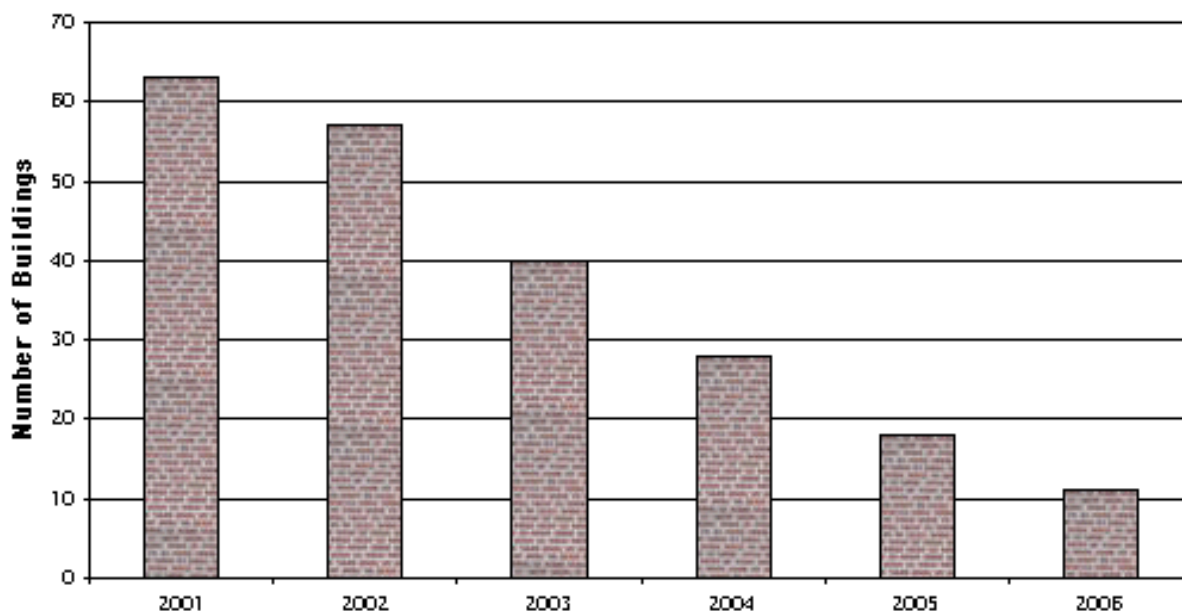


| | Year | Number of Level 5 Buildings |
|---|---|---|
| Baseline | 2001 | 63 |
| Added by General Assembly | 2004 | 11 |
| Actual | 2005 | 18 |
| Target | 2008 | 0 |

*Note:* Based on age and other standards, Level 5 buildings are those most in need of repair, renovation or replacement. Previous state budgets have provided a significant amount of bonding capacity for upgrading or replacing Level 5 buildings.  That funding will address more than half of the remaining Level 5 schools.  Achievement of the goal by 2008 is contingent on additional funding and the ability to sell bonds.

*Data Source:*  KDE Division of Facilities Management

## Performance Indicator 3.1.3: Improve the quality of the local facility planning process to ensure increased attention to the condition of buildings

*Note:* The facility planning regulation, 702 KAR 1:001, has been revised to respond to this Performance Indicator as well as to the recommendations made by the Kentucky School Facilities Task Force and the Office of Educational Accountability. The regulation had a first reading before the Kentucky Board of Education in December 2007, with final approval anticipated in February 2008.  A School Facilities Planning group has been appointed by the commissioner of education to assist with peer review and recommendations. An updated handbook will be available to districts in winter 2008.

## Performance Indicator 3.1.4:  Improve the quality of facility maintenance planning and implementation in local school districts

See narrative under Performance Indicator 3.1.3.

## Performance Indicator 3.1.5:  Increase student participation in food services

### Student Participation in School Food Services

| | Month/Year | Average Daily Participation | | | |
|---|---|---|---|---|---|
| | | Breakfast | Percentage | Lunch | Percentage |
| Baseline | 10/2000 | 168,764 | 29.2 | 469,001 | 71.8 |
| Actual | 10/2007 | 172,013 | 33.1 | 403,474 | 76.5 |
| Target | 10/2008 | 174,593 | | | |

*Note:* Initial target exceeded.
2008 target is based on 1.5% annual growth. No target has been established for the lunch program.

*Data Source:*  Division of Nutrition and Health Services (KDE)

## Performance Indicator 3.1.6:  Increase student health

### Delivery of School Health Services

| | Year | School Districts with School Nurses | Student Enrollment | Number of KY School Nurses | Nurse to Student Ratio |
|---|---|---|---|---|---|
| Baseline | 2003 | 151 | 609,145 | 447 | 1:1,362 |
| Actual | 2005 | 159 | 641,925 | 480 | 1:1,337 |
| Actual | 2007 | 161 | 668,337 | 421 | 1:1,587 |
| Target | 2010 | All | All | 900 (estimate) | 1:750 |

*Note:*  School health services provide access to preventative services, emergency care, management of acute and chronic health conditions, and referral to appropriate providers. KRS 156.502 requires school districts to provide necessary student health services during the instructional day.  The KDE *School Health Reference Guide* was updated in 2004 to provide information on the delivery of school health services.  The State School Nurse Consultant provides support and technical assistance to all school districts on the delivery of school health services, including professional development.

School health services data is not collected by the Kentucky Department of Education. Data could be collected from schools indicating number of schools with FTE school health nursing services for a more accurate number. (KRS 156.501)

*Data Source:*  Kentucky Board of Nursing (self reported data), no FTE indication

Target is based on Healthy Kentucky 2010 and goals from the National Association of School Nurses.

### Students with Required Immunizations

| | Year | P-1 Students (DtaP, MMR & Varicella) | P-1 Students Hep B | Grade 6 (MMR) | Grade 6 (Td Booster) | Grade 6 Hep B | Grade 6 Varicella |
|---|---|---|---|---|---|---|---|
| Baseline | 2000-2001 | 94 | 94 | | | 91 | |
| Actual | 2005-2006 | 95 | 94 | 96 | 75 | 97 | 66 |
| Actual | 2006-2007 | 96 | 96 | 97 | 81 | 98 | 67 |
| Target | 2007-2008 | 100 | 100 | 100 | 100 | 100 | 100 |

*Data Source:* Kentucky Immunization Program, Department for Public Health

**Performance Indicator 3.1.7:  Increase improvements in student advising and guidance systems to support student learning and planning for postsecondary choices**

See data for ILP completion under Performance Indicator 2.3.4.

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## Objective 3.2:  Every child who is behind receiving increased supports

**Status:** Action Plan in Progress

In 2001-2002, KDE provided schools and districts with a variety of assessment strategies and tools, including reading instruments, that schools and districts may use to keep track of student progress so that struggling students are identified quickly and receive effective help immediately. KDE provides targeted resources to schools to help them meet both academic and nonacademic needs of students.

**Performance Indicator 3.2.1:  Decrease the numbers of students scoring in the novice and apprentice range**

See data for Novice Performance under Performance Indicator 1.2.1.

**Performance Indicator 3.2.2:  Decrease the response time for implementing intervention plans for students needing help**

*Note:*  A direct measure of how quickly schools respond to student needs is not currently in place.

**Performance Indicator 3.2.3:  Increase the coordination of resources to students at risk**

*Note:*  Full allocations of per-pupil funding (including add-ons for special populations) should follow students into their placement in alternative education programs.  Per pupil finding (including add-ons for special populations) should be allocated at the local level and received at the program level to provide the necessary supports and resources for at-risk students.

## Performance Indicator 3.2.4:  Increase improvements in existing intervention supports and services for students who need assistance

*Note:*  The Office of District Support Services (ODSS) in KDE will be reviewing current funding streams to determine if adequate financial resources are provided to alternative education programs.  The purpose of this review will determine if additional funding supports (already provided for at-risk students) actually result in improved intervention supports and services for students receiving educational services in A5 and/or A6 programs.

## Performance Indicator 3.2.5:  Increase the quality of alternative education programs

*Note:*  The Office of Assessment & Accountability (OAA) in KDE will be considering creation of a new category for students in A5 and A6 programs.  Through the disaggregation of this data, it will be easier to determine academic progress for these students.

Additionally, KDE will be requesting that all A5 and A6 programs acquire location codes, which will allow each alternative education program to receive annual CATS results.  These results can then be used to set program improvement goals.

## Objective 3.3:  Every school with sufficient instructional resources for high achievement

**Status:** Action Plan in Progress

KDE's historic statutory role has been to distribute state and federal funds to districts and schools fairly and equitably.  KDE has conducted studies concerning the adequacy of funding to support KERA, including Support Education Excellence in Kentucky (SEEK) and other programs.

## Performance Indicator 3.3.1:  Increase equitable, adequate resources through SEEK

**SEEK Base Funding in Actual and Constant Dollars**
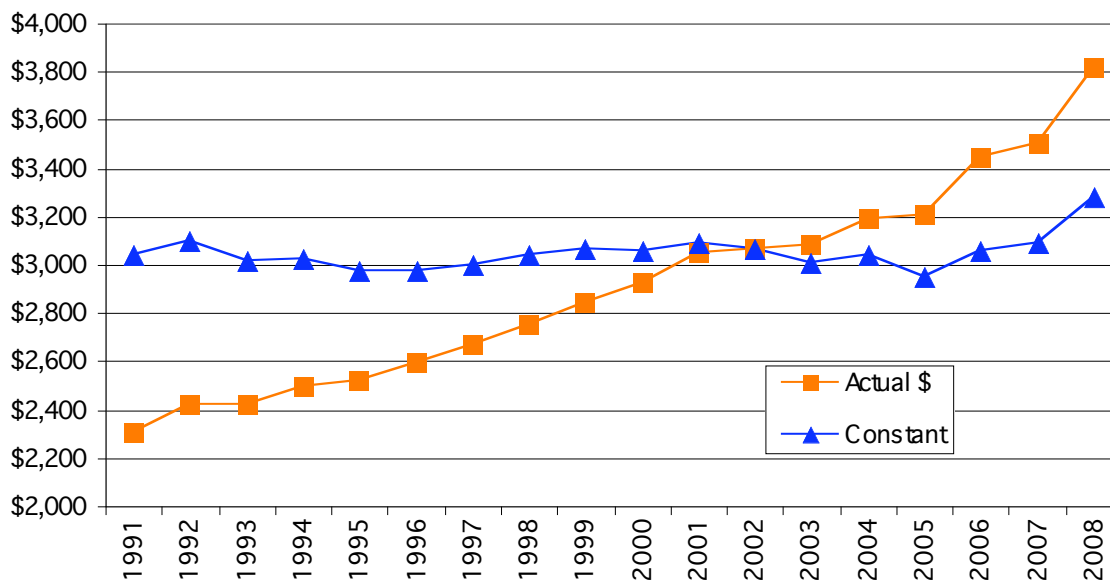


*Notes:* *Adjusted using CPI-U

Since 1992, in conjunction with the General Assembly and others, KDE has regularly commissioned third parties to analyze SEEK funds distribution.  Those studies have consistently concluded that SEEK has eliminated the inequities that existed prior to 1990; i.e., relative to the needs of students, state aid is distributed fairly.

In 2003, two studies commissioned by KDE concluded that overall SEEK funding is inadequate to meet the needs of all students.  One study calculated the cost of adding services that have been demonstrated to be effective in other states but which Kentucky does not provide.  The second study was based on Kentucky educators' judgment of what resources they need to ensure that all students reach proficiency.

Based on the study findings, in June 2003, the Kentucky Board of Education unanimously approved a resolution supporting increased funding to support Kentucky schools.  Achievement of the objective depends on future appropriations**.**

## Performance Indicator 3.3.2:  Increase average teacher salary to that of surrounding states

### Average Teacher Salaries
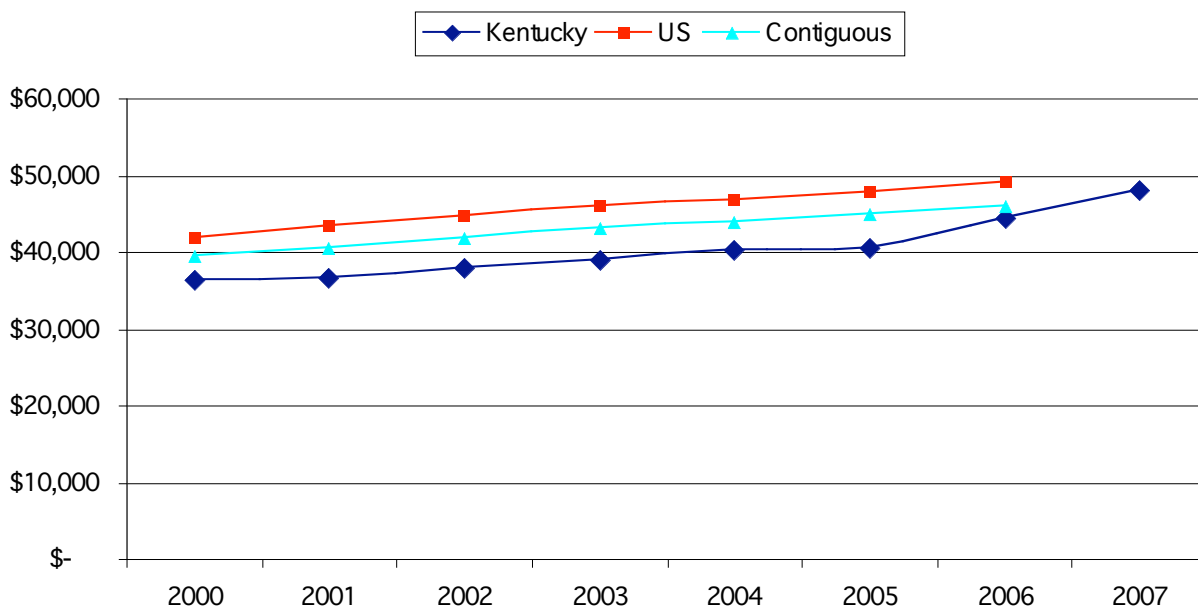


| | Year | KY Average | US Average | KY as Percentage of US | Adjacent States Average | KY as Percentage of Adjacent States |
|---|---|---|---|---|---|---|
| Baseline | 1999-2000 | $36,380 | $41,754 | 87.1 | $39,358 | 92.4 |
| | 2004-2005 | $40,240 | $46,735 | 86.1 | $43,985 | 91.4 |
| | 2005-2006 | $40,522 | $47,808 | 84.8 | $44,970 | 90.1 |
| | 2006-2007 | $44,365 | $49,026 | 90.5 | $45,909 | 96.6 |
| | 2007-2008 | $47,931 | | | | |
| Target | 2008-2009 | | | 100 | | 100 |

*Note:* The adjacent states are Illinois, Indiana, Missouri, Ohio, Tennessee, Virginia and West Virginia.

*Data Source:*  US Department of Education, Digest of Education Statistics, and National Education Association, Rankings and Estimates, 2006

## Performance Indicator 3.3.3:  Improve ease of access and use of modern technology-based instructional tools across all content and grade levels

### Student Computing

|          | Year      | Ratio of Workstations to Students |
|----------|-----------|-----------------------------------|
| Baseline | 2005-2006 | 3.61: 1                           |
| Actual   | 2006-2007 | 3.44: 1                           |

*Notes:* The Kentucky Education Technology System (KETS) 2007-2012 Master Plan for Education Technology highlights the integration of instruction with educational technology to transform the way curriculum is taught and provides students with ready access to technology, both inside and outside their classrooms. The driving force behind the Master Plan is ensuring that students' classroom performance and their preparedness for higher education, military and workforce is kept at the forefront of any educational initiative that involves technology.

By sponsoring and supporting the Kentucky Education Network (KEN), Instructional Device Upgrade (IDU), Kentucky Student Information System (KSIS), Kentucky Instructional Data System (KIDS), Kentucky Virtual Schools, Encyclomedia and other initiatives, KDE is moving forward in fulfilling the goal of improving ease of access and use of modern technology based instructional tools across all content and grade levels for Kentucky students, parents, teachers and administrators.

The Milken Foundation, MGT of America Study and *Education Week* rate Kentucky as one of the best states in making a difference and adding value to the instructional process through its investment in technology.

A Kentucky Long Term Research Center study technology says that KETS investment is effective in improving students' technology literacy and preparing them for the workforce in an equitable manner. KETS was listed as the state's top economic development initiative.

Also, two separate surveys on attitudes toward technology by teachers, principals, superintendents, school council parents, school board members and the general public were all positive. In 2007, Kentucky was ranked fifth overall in the nation, according to *Education Week*, in leadership in the area of P-12 education technology. This included use, capacity and access. Kentucky received an "A" letter grade in the areas of use of technology and capacity to use technology in schools.

Kentucky's Technology Resouce Specialists (TRT) and Technology Integration Specialists (TIS) and provide on-site and on-demand assistance for fellow teachers to create different forms of learning and teaching with the help of technologies. They seek to improve student learning by showing teachers the thoughtful applications and best practices of these new tools. Indications show that TRT-TISs, carefully chosen and wisely used, are more effective in helping teachers incorporate technology into teaching and learning than any other form of professional development.

The TIS are currently working on de-compacting the standards from the Technology Program of Studies. The document is the Teacher Technology Framework and will be used by classroom teachers. It should be completed by March 2008.

The Kentucky Assistive Technology Service Network consists of a statewide network of organizations and individuals connecting to enhance the availability of assistive technology devices and services to improve the productivity and quality of life for individuals with disabilities.

**Schools with Student Technology Leadership Programs**

|  | Year | Percentage of All Schools | Districts with at Least One Program |
|---|---|---|---|
| Baseline | 2000-2001 | 63.8 |  |
| Actual | 2006-2007 | 72% (929 of 1283) | 164 |
| Target | 2006-2007 | 100 | 175 |

*Data Source:* Office of Education Technology

## Performance Indicator 3.3.4:  Increase technology-based instructional, management and reporting supports

See also data and narratives under Performance Indicators 3.3.5, 3.3.6, 3.3.7 and 3.4.6.

*Note:*  The following are technology-based instructional supports, technology-based management supports and technology-based reporting supports:

- Kentucky Education Network and Internet 2
- modern instructional appliances
- Student Information System
- Kentucky Instructional Data System
- Individual Learning Plan

## Performance Indicator 3.3.5:  Increase availability and utilization of a high-speed education telecommunications network for all districts and schools

**Number of Districts with High-Speed Internet**

|  | Date | Number of Districts with KEN circuits installed |
|---|---|---|
| Actual | November 27, 2007 | 167 |
| Target | December 31, 2007 | 176 |

*Note:*  Internet 2 was installed by December 7, 2007, with one to two weeks of testing and a final release planned for December 31, 2007.

## Performance indicator 3.3.6:  Increase the number of modern instructional appliances (devices/workstations) used in all districts and schools

*Note:*  As of November 9th, 2007, more than $40 million of the $50 million allocated to Kentucky K-12 public schools has been spent to replace aging instructional devices (workstations and laptops) with modern devices.  There are 15 districts that, as of that date, have 50% or more of their portion of the funds left to spend.

The Kentucky K-12 Grid Computing effort led by DataSeam uses a computer's processor during the summer and other times when a school computer's brain is only partially being used and utilizes the remaining computer power for cancer research at the University of Louisville. To date, 5,100 computers have been placed. This includes computers brought to the KDE bottom line by DataSeam as part of original economic development grant and first round of legislative funding to continue the program. More than 2,200 workstations are to be placed as part of the DataSeam program in the 2007-08 school year. Thirty-eight coal counties received workstations in the first two rounds. Other districts are joining this round. Fourteen thousand teachers have been trained to better integrate technology into instruction through DataSeam/Morehead State. One thousand more teachers will be trained by December 2007.

## Performance Indicator 3.3.7:  Improve the statewide student information system (SIS) and implement the Kentucky Instructional Data System (KIDS) to provide longitudinal data to drive policy decisions in support of student learning

*Notes*:

**KSIS**

The Kentucky Student Information System (KSIS) project is implementing Infinite Campus District Edition and Infinite Campus State Edition as the next generation, statewide student information system. This system automatically retains prior year data for longitudinal analysis at the district and state levels. Nineteen districts serving more than 170,000 students are now live with the new system, and statewide implementation is on target for completion in March 2009. Further details of the KSIS project can be found at http://education.ky.gov/KDE/Administrative+Resources/Data+and+Research/Student+Information+System/New+Student+Information+System+Initiative.htm.

**KIDS**

Phase 1 of the Kentucky Instructional Data System (KIDS) is expected to be operational by December 2007. This initial phase will provide access for 50 test users to validate reports and the data within the "live" (production) data warehouse.  It is anticipated that dates for Phase 2 will be determined by January 2008 as scope and requirements are defined. Dates for Phase 3 are expected to be determined in mid-2008.

## Performance Indicator 3.3.8:  Increase efficiency in the use of resources in local districts

*This is a newly added performance indicator for which complete data have not been compiled as of date.*

## Objective 3.4: Every family involved in their child's learning

**Status:** Action Plan in Progress

KDE's focus is on increasing schools' positive contacts with parents, more parent participation in School Based Decision Making (SBDM) and parents and schools working as partners on behalf of the child through increased participation in parent-teacher conferences and the development of individual graduation plans.

In an effort to strengthen parent involvement in education, KDE staff members have begun working to implement suggestions made by the Commissioner's Parents Advisory Council in its final report, "The Missing Piece of the Proficiency Puzzle," which was released in June 2007.

**Performance Indicator 3.4.1: Increase the percent of parents participating in effective parent-teacher conferences**

### Students with Parents Attending a Parent-Teacher Conference
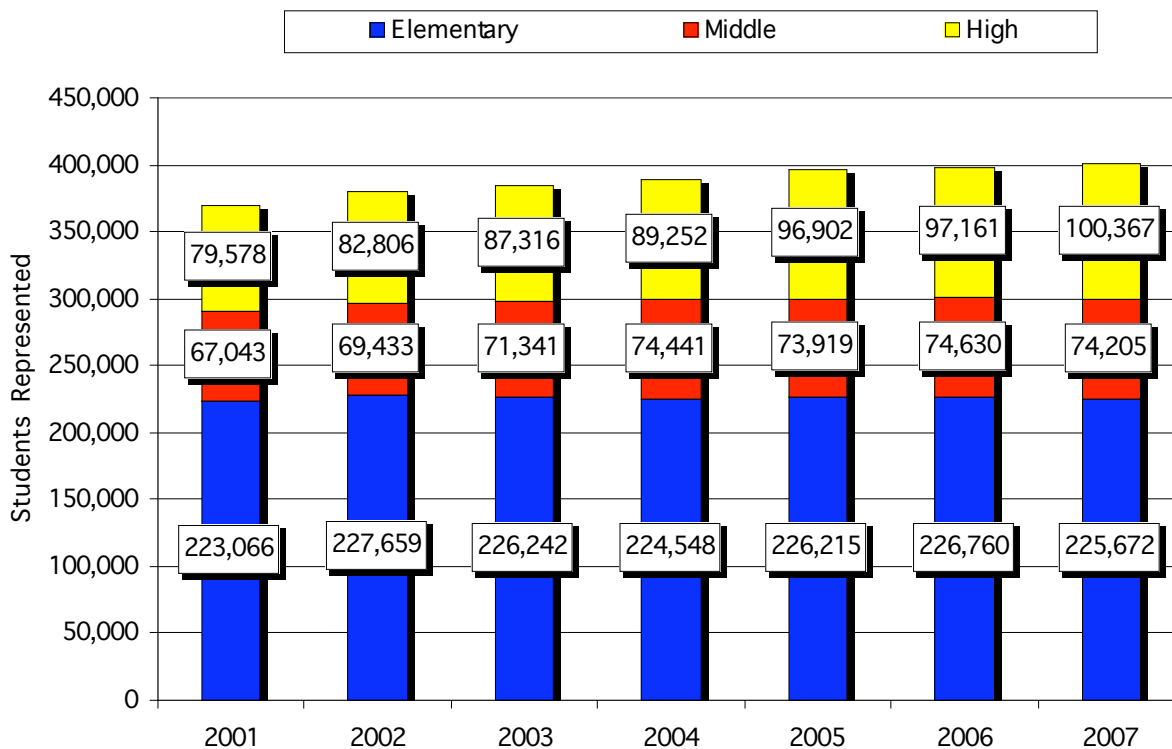
| | Year | Students Represented | Percentage of Students Represented | | |
|---|---|---|---|---|---|
| | | | Elementary | Middle | High |
| Baseline | 2000-2001 | 404,011 | 87 | 45 | 42 |
| Actual | 2005-2006 | 428,753 | 90 | 48 | 49 |
| Actual | 2006-2007 | 429,578 | 88 | 49 | 49 |
| Target | 2006-2007 | 421,233 | 95 | 85 | 85 |

*Data Source:*  School Report Card files.

The goal is based on the current performance of the highest performing schools and National PTA standards.

## Performance Indicator 3.4.2:  Increase the number of parents involved in school decisions

### Parents Serving on School Councils and Committees

| | Year | Parents Serving | Average Number per School | | |
|---|---|---|---|---|---|
| | | | Elementary | Middle | High |
| Baseline | 2000-2001 | 15,154 | 13 | 13 | 13 |
| Actual | 2005-2006 | 12,017 | 10 | 10 | 10 |
| Actual | 2006-2007 | 11,350 | 9 | 10 | 10 |
| Target | 2006-2007 | 22,000* | 17 | 17 | 17 |

*two parents per council plus 15 on committees

### Parents Voting in School Council Elections

| | Year | Number Voting | Voters as a Percentage of Enrollment | | |
|---|---|---|---|---|---|
| | | | Elementary | Middle | High |
| Baseline | 2000-2001 | 78,441 | 16 | 11 | 11 |
| Actual | 2005-2006 | 69,215 | 18 | 7 | 7 |
| Actual | 2006-2007 | 67,649 | 14 | 10 | 6 |
| Target | 2006-2007 | 110,000 | 20 | 20 | 20 |

*Data Source:*  School Report Card files

## Performance Indicator 3.4.3: Increase the number of productive parent volunteer hours

**Hours Worked by Parent Volunteers**
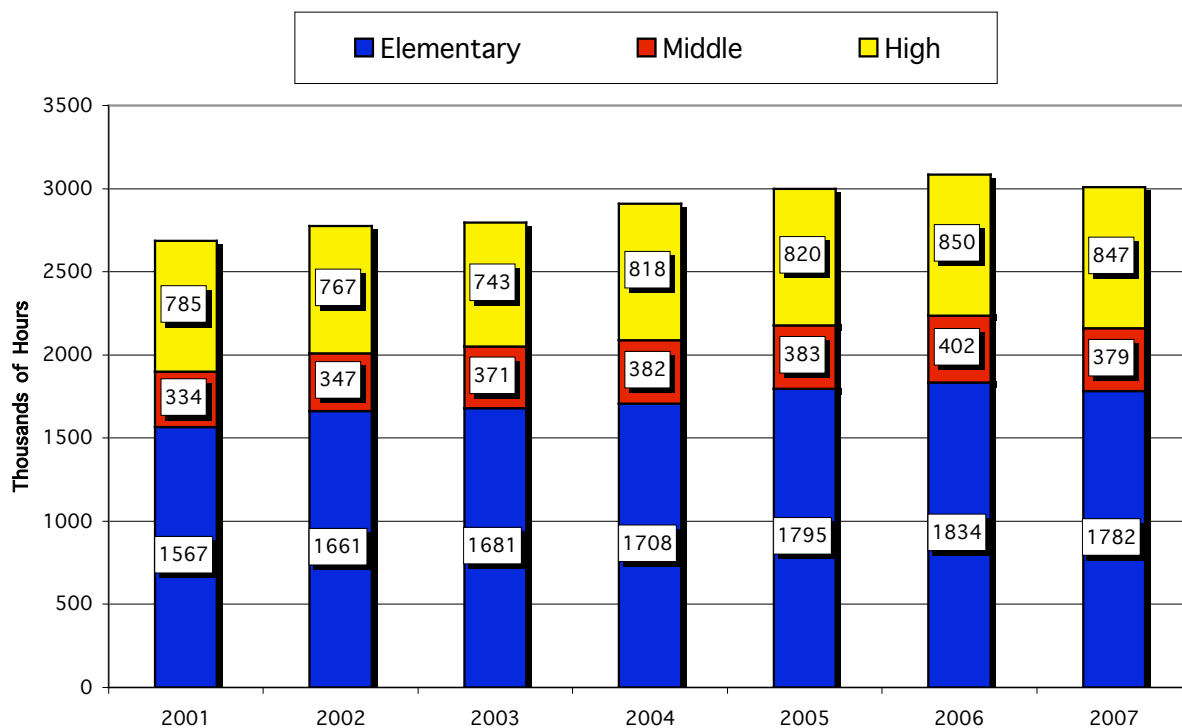


| | Year | Hours Volunteered | Hours per Student | | |
|---|---|---|---|---|---|
| | | | Elementary | Middle | High |
| Baseline | 2000-2001 | 2,968,455 | 6.1 | 2.3 | 4.1 |
| Actual | 2005-2006 | 3,334,768 | 7.2 | 2.5 | 4.2 |
| Actual | 2006-2007 | 3,236,182 | 7.2 | 2.6 | 4.3 |
| Target | 2006-2007 | 4,500,000 | 7.5 | 7.5 | 7.5 |

*Notes:* Grade enrollment based on P-4, 6-8, 9-12.

*Data Source:* School Report Card files, SAAR Enrollment Report

**Performance Indicator 3.4.4:  Increase parent involvement in Individual Learning Plans (ILPs)**

### Active ILP Parent Registrations

|        | Year      | 6th grade | 7th grade | 8th grade | 9th grade | 10th grade | 11th grade | 12th grade |
|--------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|
| Actual | 2006-2007 | No data   |           |           |           |            |            |            |
| Target | 2006-2007 | 100%      |           |           |           |            |            |            |
| Actual | 2007-2008 |           |           |           |           |            |            |            |
| Target | 2007-2008 | 100%      | 100%      |           |           |            |            |            |
|        | 2008-2009 | 100%      | 100%      | 100%      |           |            |            |            |
|        | 2009-2010 | 100%      | 100%      | 100%      | 100%      |            |            |            |
|        | 2010-2011 | 100%      | 100%      | 100%      | 100%      | 100%       |            |            |
|        | 2011-2012 | 100%      | 100%      | 100%      | 100%      | 100%       | 100%       |            |
|        | 2012-2013 | 100%      | 100%      | 100%      | 100%      | 100%       | 100%       | 100%       |

*Data Source:*  Career Cruising, Number of Parent Activation Registrations

**Performance Indicator 3.4.5:  Increase literacy and parenting skills of parents in the lowest level of adult literacy**

### Family Literacy Services

|          | Year      | Counties Served |
|----------|-----------|-----------------|
| Baseline | 2003-2004 | 120             |
| Actual   | 2005-2006 | 120             |
| Target   | 2006-2007 | 120             |

*Note:* **Target achieved** through the Council on Postsecondary Education and Workforce Development to require family literacy as part of adult education services.  Progress in adult education programs is tracked through the Department of Adult Education and Literacy, with comparable data collection from KDE-funded family literacy programs.

**Performance Indicator 3.4.6: Increase parent ease of access to their child's and school's data, electronic instructional resources, teachers and administrators**

*Note:* The Individual Learning Plan (ILP) system became available during the 2006-07 school year. At district discretion, this Web-based system allows parents to view information about student academic history and plans. Both the current and new Student Information Systems (STI and Infinite Campus) include components that districts can use to provide parents Web-based access to student attendance, grade and assignment information. Additionally, all districts have Web sites that parents can access to gain further information about schools. All teachers and administrators have e-mail accounts that are available to parents to increase ease of access. All classrooms are equipped with telephones.

## Objective 3.5: Every community involved in children's learning

**Status:** Action Plan in Progress

KDE's action plans focus on extending community education efforts, expanding community literacy initiatives and increasing job-based learning opportunities for students.

**Performance Indicator 3.5.1: Increase community support for public education**

### Counties with Community Education Programs Supporting Student Learning

|          | Year      | Percentage of Counties |
|----------|-----------|------------------------|
| Baseline | 1999-2000 | 50                     |
| Actual   | 2006-2007 | 85                     |
| Target   | 2007-2008 | 85                     |

## Performance Indicator 3.5.2:  Increase internships, service learning and other community/business based experiences for secondary students

*This is a newly added performance indicator for which complete data have not been compiled as of date.*

*Note:* Thirty-one Service Learning grantees included high school mentoring projects during the 2007-08 school year.

In the 21st Century Community Learning Center (CCLC) programs, service learning is one of the recommended activities to be considered for implementation. A few programs are working at this time, often in collaboration with Community Education, to implement service learning in both elementary and secondary schools.

Additionally, other recommended activities. such as tutoring, mentoring and entrepreneurial programs. often open up both business and community involvement and partnerships for both elementary and secondary students in the after-school programs.

## Performance Indicator 3.5.3:  Increase activities beyond sporting events that bring a wide range of the community physically to the school

*This is a newly added performance indicator for which complete data have not been compiled as of date.*

*Note:* Parents, community members and other stakeholders have physically come to schools to be involved in comprehensive school and district improvement planning.

The community involvement in school districts that offer 21st CCLC after-school programs often results in an increase in the frequency of the community being in the school building on a regular basis.

The latest annual progress data reflects a variety and increasing number of community partnerships among the 104 21st CCLC grants in Kentucky. Statewide, grantees report a total of 1,100 community/business partnerships representing community and faith-based organizations, college and universities, national non-profit agencies such as Boys and Girls Clubs, YMCA's Boy/Girl Scouts, Big Brothers/Big Sisters, libraries, health based organizations, city and county government, private schools and parks and recreation.

**Performance Indicator 3.5.4:  Strengthen the role of local boards of education to involve and lead communities toward continuous improvement and high levels of learning**

*This is a newly added performance indicator for which complete data have not been compiled as of date.*

*Note:* District improvement planning, with the involvement of multiple stakeholders, is leading to continuous improvement and high levels of learning.

## GOAL 4: High Performing Schools and Districts

**Status:** KBE added this goal in September 2007. Staff is establishing objectives, writing performance indicators and identifying data measurements.

However, work on this goal has been underway for some time and is ongoing. Efforts focus on the *Standards and Indicators for School Improvement.* A special emphasis is placed on the lowest performing schools and districts as defined by the Commonwealth Accountability Testing System (CATS) and the federal No Child Left Behind Act (NCLB).

Intensive, long-term intervention and resources are provided to schools and districts that are in need of assistance. Interventions include scholastic review, comprehensive school improvement funds, the assignment of a Highly Skilled Educator (mandatory for the lowest performing schools) and a scholastic audit (mandatory for the lowest performing schools).

For districts that have reached the Tier 3 level of consequences under NCLB (four years of not making AYP), the state utilizes the coordinated efforts of a Voluntary Partnership Assistance Team (VPAT). The other two options are State Assistance Teams (SAT) and Network Assistance Teams (NAT).

## Objective 4.1:  Every school and district proficient by 2014

**Performance Indicator 4.1.1:  Increase the number of schools meeting performance goals**

### School Performance Levels for the 2004-06 Biennium
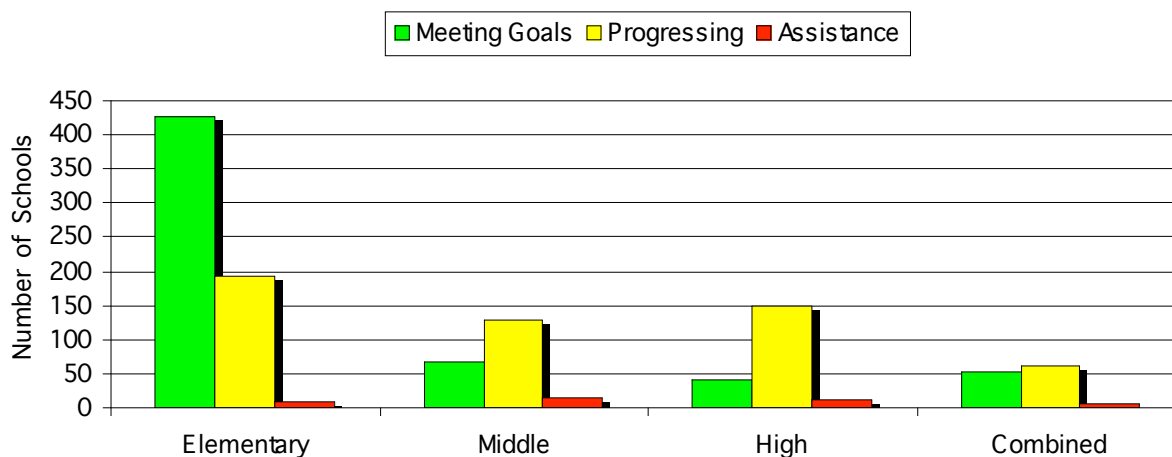


|  | Meeting Goals | Progressing | Assistance | Total |
|---|---|---|---|---|
| Elementary | 428 | 192 | 9 | 629 |
| Middle | 68 | 128 | 14 | 210 |
| High | 42 | 148 | 13 | 203 |
| Combined | 54 | 62 | 6 | 122 |
| Total | 592 | 530 | 42 | 1,164 |
| Target for 2008 | 735 |  |  |  |

**Performance Indicator 4.1.2:  Increase the number of districts meeting performance goals**

### District Performance Levels for the 2004-06 Biennium
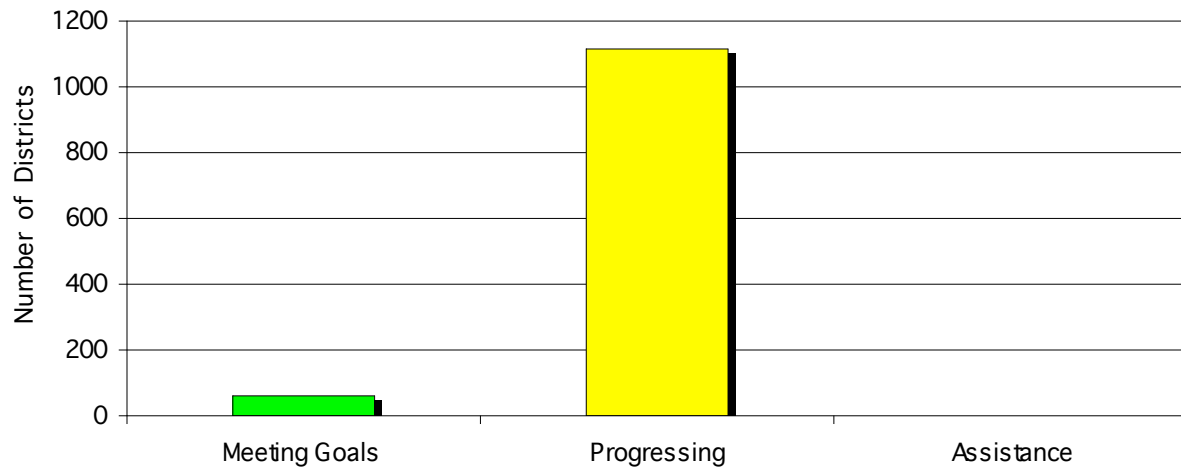


|                | Meeting Goals | Progressing | Assistance | Total |
|----------------|---------------|-------------|------------|-------|
| Districts      | 58            | 1116        | 2          | 176   |
| Target for 2008| 88            |             |            |       |

## Performance Indicator 4.1.3:  Increase the number of schools making Adequate Yearly Progress

### School AYP Performance Status for the 2004-06 Biennium
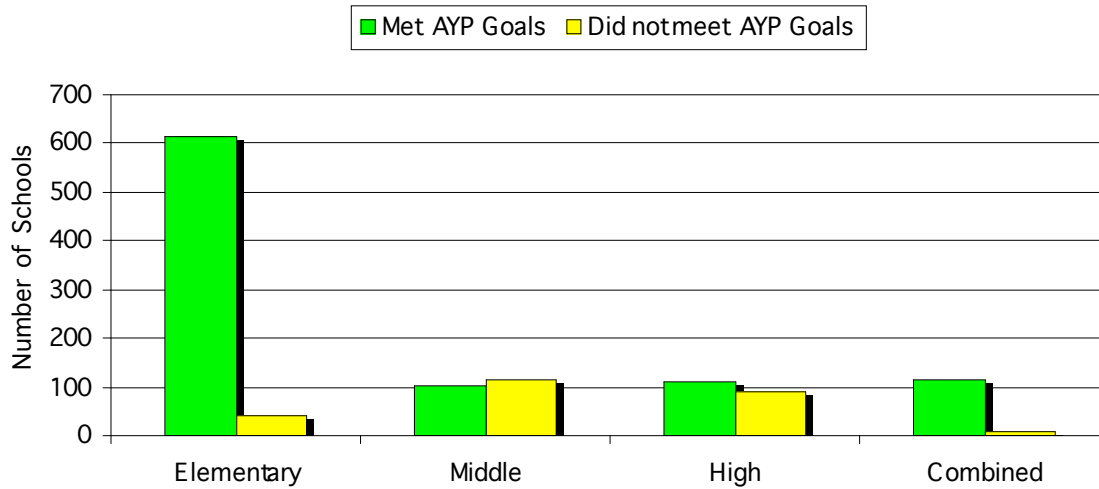


| | Met 100% AYP Goals | Did not meet 100% AYP Goals | Total |
|---|---|---|---|
| Elementary | 612 | 40 | 652 |
| Middle | 104 | 113 | 217 |
| High | 112 | 91 | 203 |
| Combined | 114 | 9 | 123 |
| Total | 942 | 253 | 1195 |
| Target for 2008 | 978 | | |

## Performance Indicator 4.1.4:  Increase the number of districts making Adequate Yearly Progress

### District AYP Performance Status for the 2004-06 Biennium
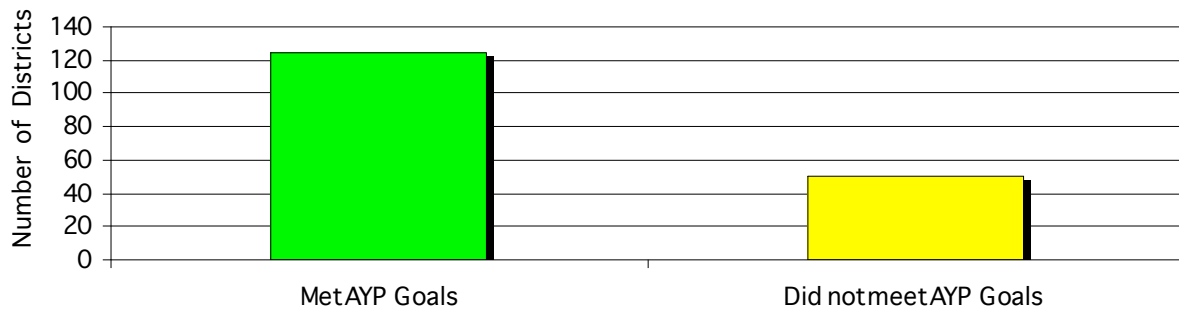


|  | Met 100% AYP Goals | Did not meet 100% AYP Goals | Total |
|---|---|---|---|
| Districts | 125 | 50 | 175 |
| Target for 2008 |  |  |  |

## Performance Indicator 4.1.5:  Align the designated professional development to improve the instructional skills of principals and superintendents in low performing schools and districts